





Corsham Primary School






Parent/Carer Curriculum Newsletter





Year: 6 Class Teachers: Mrs Vines, Mr Biddall

Summer Term 2021 (19/04/21 – 23/07/21)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p>Being a Mathematician</p> 	<ul style="list-style-type: none">• Measuring and drawing angles.• Calculating angles in a range of different shapes.• Solving word problems• Finding percentages of amounts• Interpreting frequency tables, pie charts and bar charts.• Collecting and representing data.• Calculating the mean.• Interpreting tables and timetables.• Calculating time intervals.• Converting between units of time.• Telling and writing the time.• Converting money from £ to pence.• Volume.• Converting metric units of capacity, length and weight.• Metric and imperial units
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none">• Contributing constructively to shared discussion about literature.• Exploring the narrative text, The Explorer• Constructing accurate sentences using a range of grammatical devices• Writing our own narrative text based on The Explorer• Exploring non-fiction texts• Writing our own speech based on the work of Greta Thunberg.• Continuing to learn and use spelling patterns and rules.
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none">• Reading a range of different texts.• Summarising what we have read.• Clarifying vocabulary and finding synonyms.• Making predictions about a text.• Answering questions based on what we have read.• Deconstructing longer comprehension style questions and using point, evidence, explain to help formulate a written answer.
<p>Being an Engineer (Design Technology)</p> 	<ul style="list-style-type: none">• Using coding to make a robot device move.

<p>Being a Scientist</p> 	<p>How big is your footprint?</p> <p>Electricity:</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp • Compare and give reasons for variations in how components function • Use recognised symbols when representing a simple circuit in a diagram <p>Why are shadows important?</p> <p>Light:</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines; • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; • Use the idea that light travels in straight lines to explain why shadows have the same
<p>Being a Musician</p> 	<p>How big is your footprint?</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music.
<p>Being a Historian</p> 	<p>How do we all live together?</p> <p>History knowledge</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Making comparisons between democracy in the UK and Ancient Greece
<p>Being a Geographer</p> 	<p>How big is your footprint?</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Human and physical geography;</p> <ul style="list-style-type: none"> • Describe and understand key characteristics of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Developing athletics skills. • Rounders • Cricket • REAL PE- Personal skills • Taking part in sports day.

<p>Being an Artist</p> 	<p>How big is your footprint?</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) about great artists, architects and designers in history. <p>Why are shadows important?</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay); • Be taught about great artists in history: <ul style="list-style-type: none"> - Maud Lewis - Suren Manvelyan - Kumi Yamashita - Caravaggio - Vermeer - Goya - Rembrandt
<p>Being a Philosopher (Religious Education)</p> 	<ul style="list-style-type: none"> • Asking important questions about living in the community - raising and suggesting different answers.
<p>Being a Philosopher (PSHE)</p> 	<p>Jigsaw- Relationships</p> <ul style="list-style-type: none"> • Mental health • Love and loss • Power and control <p>Jigsaw- Changing me</p> <ul style="list-style-type: none"> • Puberty for girls and boys • Self and body image <p>How do we all live together?</p> <ul style="list-style-type: none"> • What is a good life? • What are my rights & responsibilities? • What does it mean to have power? • What is democracy? • How is our country run? • How do political parties work? • British Values: Monarchy and the Government <p>How big is your footprint?</p> <ul style="list-style-type: none"> • Thinking and talking and taking responsibility for own actions. • What do we do with our feet? • How are our actions impacting this planet? • Why is it important for us to consider our impact on the planet? • What is your legacy? • How would you like to represent your learning?
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Revising Spanish we have learnt in Primary school- Year 6 • Learning about Spanish food and meal times- Year 5 • Listening and beginning to understand weather reports.

Other Information:

Home learning will be set on a weekly basis in Year 6.

Learning Logs will be sent home to keep a record of home learning. These books should stay at home, unless discussed with your child's teacher. Home learning will be set on Seesaw weekly on a Friday, to be completed and uploaded by the following Friday. Each week there will be a maths activity and an activity based around our Enquiries. In addition, we will set ten spellings every two weeks.

There will be two PE sessions a week, inside and outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can they also bring in a water bottle to have on their desk at school. These will need to go home daily for washing.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many thanks,

Mrs Vines and Mr Biddall

The 6 Team.