

**CURRICULUM - YEAR 6 - Spring**  
**MAIN FOCUS – 1) SATs and South America**

**Year 6 SATs will be on the week commencing:**

Monday 11<sup>th</sup> May 2020

Date	Activity
Monday 11 <sup>th</sup> May 2020	English grammar, punctuation and spelling Paper 1: questions English grammar, punctuation and spelling Paper 2: spelling
Tuesday 12 <sup>th</sup> May 2020	English Reading
Wednesday 13 <sup>th</sup> May 2020	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
Thursday 14 <sup>th</sup> May 2020	Mathematics Paper 3: reasoning

If you would like further information on the tests, please ask your child's class teacher or visit <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-2-sample-materials> to view sample test papers.

**Homework Timetable**

The following table shows what homework is set on each day in Year 6. Please ensure homework is completed and ready to be handed in on its due date (which is usually the following day).

Day	Homework Set
Monday	Arithmetic
Tuesday	Maths
Wednesday	SPAG
Thursday	Maths (normally due in the following Monday)
Friday	Comprehension

	WORK COVERED	HOW TO HELP YOUR CHILD AT HOME	Please discuss this vocabulary with your child
<b>MATHS</b>	Problem solving using the four operations (+ - x ÷) Fractions, percentages and decimals Negative number/number sequences Estimating Angles and measuring angles Area perimeter, volume Times Tables Statistics Coordinates Roman Numerals Arithmetic  <b>General SAT's revision.</b>	Does your child know their times tables? If not, this is the most important area of support you can provide – practise every day! Quick fire mental calculations based on real life situation (money, time, measurements)  Encourage daily use of:  <a href="http://uk.mathletics.com/signin/">http://uk.mathletics.com/signin/</a>  Mathletics offers a range of activities for all Maths topics. It also offers an online game where children have to compete against others from around the world on calculations.  Your child's class teacher may set homework on Mathletics, therefore, access to a computer/tablet may be needed on some evenings.	Addition Subtraction Multiplication Division Less than More than Equal to difference Mean Parallel Perpendicular Reflection Kilometres metres Centimetres millimetres Equivalent Fractions Percentages Decimals up to 3 decimal places

<p style="text-align: center;"><b>ENGLISH</b></p>	<p><b>Reading</b> - individual, group and class. Developing narrative and non-narrative reading skills: - Reading for meaning - Inference and deduction skills - Gaining an understanding of the layout features of non-fiction text (contents, index, glossary, pictures, captions, sub-headings).</p> <p><b>Writing</b> - for different purposes and audiences in a range of text types (developing confidence in the features of each text type) e.g. information texts, explanations, formal writing styles, stories, investigations, note-taking, report writing etc.</p> <p><b>Grammar</b> - Punctuation: full stops, commas, exclamation marks, question marks, brackets, dashes, ellipses, semi-colons - Paragraph structure. - Contractions, homophones, conjunctions. - Synonyms, antonyms. - Spelling and vocabulary extension work. Handwriting skills; joining, spacing and letter size.</p> <p><b>Speaking and Listening</b> - Responding to stories/non-fiction texts - Drama - Forming opinions and supporting an argument with evidence.</p>	<p>15 minutes daily reading; spend time reading and discussing texts together, considering: - Your child's opinions and their ability to support these with evidence - Their ability to make sensible predictions based on evidence from the text.</p> <p>Read a wide range of materials: newspapers, magazines, timetables, instructions, and information texts (focus on how contents, index, glossary, pictures, captions, sub-headings can be helpful for research).</p> <p>Please refer to the key questions stuck at the back of your child's reading contact book to use as prompts when hearing them read.</p> <p>Help your child learn their weekly spellings.</p> <p>Encourage use of Spellodrome. Children have their own personal log in. A range of activities are designed to develop children's spellings.</p>	<p><u>Reading</u> Observation Inference Retrieval Deduction Layout</p> <p><u>Writing</u> Paragraphs Connectives Openers Punctuation Humour</p>
<p><b>GEOGRAPHY</b></p>	<p>Geography in the News: Discussion of geographical issues from the news as and when they arise focussing on:  Where? What? Why? And the impact on both humans and their environments.</p>	<p>Discuss any geographical events from the news with your child.</p> <p>Encourage your child to watch a daily children's news programme on the TV, use the 'Newsround' website to research, and keep up to date with current affairs/geographical events.</p>	<p>Atlas Country Capital city Contents and index</p> <p>Land use Ordnance survey map Map symbols Grid references Questionnaire Human and Physical features</p>

	<p>Location study: South America. Children will be looking at maps of South America and features of the different countries, such as the River Amazon and Amazon Rainforest. They will be then investigating the impact of these different features on humans and the environment.</p> <p>Location based project on the Early Islamic Civilisation during Geography/History Week.</p>	<p>Read books themed around South America. Being able to identify the difference between human and physical features. Looking at the main exports and imports of South America and how this has impacted the different countries.</p> <p>Children can practise using maps and atlases and using key geographical language.</p>	
<p><b>COMPUTING</b></p>	<p>To continue developing coding skills and complete a project using the coding software 'Scratch'. Pupils will create an animation progressing through the different levels of coding.</p> <p><b>E-Safety</b> Children will explore different ways of staying safe on the internet through the use of computers, tablets and smart phones.</p>	<p>Allow exploration of child friendly coding software such as <a href="http://www.learn.code.org">www.learn.code.org</a> and encourage a basic understanding of computer coding.</p>	<p>World Wide Web Software Scratch Coding Algorithms</p>
<p><b>SCIENCE</b></p>	<p>Topics: Evolution and Inheritance, Animals and their habitats</p> <p>Evolution: - Evolution/Inheritance - Charles Darwin - How animals have evolved to thrive in their habitats - Advantages and disadvantages of change</p> <p>Animals and their habitats: - Classifying animals - The role of a food chain/web - Different types of microorganisms - The role of different microorganisms/the impact that they have - Reminding children about their personal hygiene- washing their hands and how to keep clean in the kitchen</p>	<p>Encourage daily use of the BBC Bitesize website for science <a href="http://www.bbc.co.uk/schools/ks2bitesize/">http://www.bbc.co.uk/schools/ks2bitesize/</a></p> <p>Discuss the differences between evolution and inheritance. Understand that evolution is change over time. What do we inherit from our parents?</p>	<p>Microorganism Bacteria Virus Fungi Infection Hygiene Medicine Vaccination Classify Mammal Bird Fish Reptile Amphibian</p> <p>Evolution Inheritance Charles Darwin Advantages Disadvantages Evolve Adapt</p>

	-Discussion of what makes people ill and what can be done to make them better.		
<b>RE</b>	<p>Topic: Buddhism.</p> <p>To understand key elements of the Buddhist faith including its origins, festivals and key stories.</p>	<p>Discuss what they have learnt and help them to compare to other religions.</p> <p><a href="http://www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm">www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm</a></p>	<p>Buddha Monk Eightfold path Dharma wheel</p>
<b>MUSIC</b>	To compose, perform and evaluate a song with an accompaniment and lyrics about a Science topic.	Ensure your child is aware of the key terms.	<p>Rhythm Beat Tempo Texture Accompaniment Lyrics</p>
<b>PSHE</b>	<p>Children will be learning about the <u>Health and Well-Being topic</u> <u>Good days and Bad days</u> To be able to discuss these topics:</p> <ul style="list-style-type: none"> <li>- What kind of day have you had?</li> <li>- Truth and honesty.</li> <li>- Sharing feelings.</li> <li>- Expressing feelings</li> <li>- Stress and Pressure.</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• What sort of relationships do I have and how have they changed?</li> <li>• What other types of relationships are there?</li> <li>• How can I maintain and improve my relationships?</li> <li>• Why are love and trust important?</li> <li>• What or who might influence my decisions?</li> </ul>	<p>Encourage your child to talk about these topics, thinking about their own personal experiences.</p> <p>Discuss these questions with your child.</p>	<p>Emotions Trust Feelings Stress Pressure</p> <p>Relationship Love Trust Decision making</p>
<b>P.E.</b>	<p><b>Games:</b> Football skills, basketball and wall games. Developing co-operation and teamwork.</p> <p><b>Indoor PE:</b> Gymnastics – Rock, Roll and Invert. Children will learn basic skills of rotation, building up through progressions and applying the actions of spinning, rocking and turning to an axis of</p>	<p>Encourage your child to eat healthily.</p> <p>Ensure your child is active and takes part in physical activity on most days of the week.</p>	<p>Pass Dribble Shoot Defence Attack</p> <p>Balance Jump Coordination Speed Strength Control</p>

<p><b>SPANISH</b></p>	<p>rotation.</p> <p>Children make statements about travel:</p> <p>En/a + transport A+ place Ir: (yo) voy, (tu) vas Question with ¿A donde?</p> <p>Pupils discuss the different kinds of transport they use to travel to school.</p> <p>Grammar: Children are introduced to more forms of the verb ir ( to go):</p> <p>(tu) vas ( <i>you go, sing informal</i>) (el/ella) va ( <i>he/she goes</i>) (nosotros/nosotras) vamos ( <i>we go, m/f</i>) (vosotros/vosotras) vais ( <i>you go, pl informal, m/f</i>) (ellos/ellas) van ( <i>they go, m/f</i>)</p> <p>Students engage in conversations: Ask/answer questions: <b>¿Como vas al colegio?</b> (<i>How do you go to school?</i>) ( Yo ) voy al colegio en tren y a pie (<i>I go to school by train and on foot</i>)</p> <p>To learn some Easter traditions around the world.</p>	<p>For vocabulary : <a href="http://www.e-spanyol.hu/en/vocabulary/words_countries.php">http://www.e-spanyol.hu/en/vocabulary/words_countries.php</a></p> <p>Latin-American history: <a href="http://www.lonelyplanet.com/south-america/history">http://www.lonelyplanet.com/south-america/history</a></p> <p>Expressing preferences: <a href="http://quizlet.com/18500945/spanish-i-iu3l1-express-preferences-and-opinions-flash-cards/">http://quizlet.com/18500945/spanish-i-iu3l1-express-preferences-and-opinions-flash-cards/</a></p> <p>Parts of the body: <a href="http://www.lingolex.com/bodyen.htm">http://www.lingolex.com/bodyen.htm</a></p> <p>General: primary resources/Spanish</p> <p>Practice: BBC/languagesKS2/Spanish</p>	<p>¿Como vas al colegio?</p> <p>( Yo ) voy al colegio</p> <p>en tren en coche en autobus a pie</p> <p>(<i>I go to school by train by car by bus on foot</i>)</p>
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All children can use their logins to access these sites at home:



**SATS**  
Companion

Please also visit:

<http://www.elmwood-jun.croydon.sch.uk/learning-zone/>

