



# St Saviour's CE Primary School

## Year 6 Class Newsletter Term 3 2023-24

Dear Year 6 Parents and Carers,

We have yet another busy term ahead of us. There are many trips and workshops which have been planned. This Thursday and Friday (18<sup>th</sup>&19<sup>th</sup>), we have the Metropolitan Police Services exciting primary school programme, the *Awareness Academy workshop*. Across the two days, Year 6 will learn: **Personal Safety – Out and About, Online Safety and Sexting, Drugs, Knives Guns and Gangs, and Stop and Search.**

### Key information:

-Sayers Croft meeting T.B.A.

### Trips:

-Thursday 25<sup>th</sup> January; Tate Britain

-Friday 31<sup>st</sup> January; Two Temple Place Art Gallery

### Homework:

-reading every day; work on Google Classroom; termly project.

### Email:

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Subject	What the children will be learning
<b>English</b>  <b>Suffragettes: The Battle for Equality</b>  <b>The Promise</b>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Providing reasoned justifications for their views</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Multiplication of decimals and fractions</li> <li>• 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles</li> <li>• Mental and written addition and subtraction methods; including solving word problems.</li> </ul>
<b>Science</b> Lights	<ul style="list-style-type: none"> <li>• How does light travel?</li> <li>• How does light reflect?</li> <li>• How can reflection be used to help us see?</li> <li>• How do shadows change?</li> <li>• How can we show why shadows have the same shape as the objects that cast them?</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• How is life like a journey?</li> <li>• How is the sacrament of baptism significant to a believer's life?</li> </ul>



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<p>What might the journey of life and death look like through the Christian perspective?</p>	<ul style="list-style-type: none"> <li>• How is the sacrament of confirmation significant to a believer's life?</li> <li>• What does marriage mean for a believer?</li> <li>• What do Christians believe happens after we die?</li> </ul>
<p><b>History</b> How did life change in Britain because of WW2?</p>	<ul style="list-style-type: none"> <li>• Why did Britain have to go to war in 1939?</li> <li>• Why was it necessary for children to be evacuated and what was evacuation really like?</li> <li>• How was Britain able to stand firm against the German threat?</li> <li>• How did people manage to carry on normal life during the war and how do we know?</li> <li>• Why is it so difficult to be sure what life on the Home Front was really like?</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>• Explain the sequence of events from 1918-39</li> <li>• Asking questions of a graph and then researching their own questions using range of texts/websites</li> <li>• Pupils to apply their knowledge of censorship and to grasp why it has been staged for a particular purpose.</li> </ul>
<p><b>Art</b></p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>• Introducing artist Henry Moore</li> <li>• Creating WW2 Shelter drawings</li> <li>• Creating figure sculptures using: plasticine, wire and mod roc</li> </ul>
<p><b>Spanish</b></p>	<ul style="list-style-type: none"> <li>• My house</li> <li>• Parts of speech</li> </ul>
<p><b>PE</b></p>	<p><b>P.E will be on Tuesday and Friday</b></p> <ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>
<p><b>PSHE</b></p>	<p><b>Mental Wellbeing</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing</li> </ul> <p><b><u>MENTAL HEALTH AND ONLINE SAFETY</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing</li> </ul> <p><b><u>FAMILY DYNAMICS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about how families behave</li> </ul>
<p><b>Computing</b></p>	<p>Programming- Variables in computing</p>



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	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• understand that variables are used in programs</li><li>• apply the concept of variables to enhance an existing game in Scratch</li><li>• work at the 'design' level of abstraction, where they create their artwork and algorithms</li></ul>
<b>Music</b>	<ul style="list-style-type: none"><li>• Pop music from 1960's to today</li><li>• Learning about song structure, and writing own ballads</li></ul>