



# St Saviour's CE Primary School

## Year 6 Class Newsletter Term 1 2024-25

Dear Year 6 Parents and Carers,

Welcome to Year 6 and our termly newsletter! We are delighted to be back at school and are looking forward to a fabulous year with our new Year 6. The children have got off to a good start in Year 6 and are working hard. Hopefully you will find the information in this newsletter useful but please contact us should you require any additional information or support.

### Key information

-P.E. every Wednesday

-Swimming every Tuesday afternoon until Christmas. Starting from Tuesday 10<sup>th</sup> September.

### Homework

-English, Maths and Spelling Homework will be through the website/app Doodle Learning.

-20 minutes of reading a day

-Term Project via Google Classroom

### Email

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Subject	What the children will be learning
<b>English</b>  Rain Player & History in Infographics: The Maya  The Unforgotten Coat	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>At the end of the unit, they will be composing an analytical essay about The Maya and writing their own versions of an 'issues and dilemmas' narrative.</p>
<b>Maths</b> Place value Addition	<ul style="list-style-type: none"> <li>Rounding to 10, 100, 1000</li> <li>Begin to understand the role of the decimal point</li> <li>Use knowledge of number bonds to 20 to solve mental addition calculations</li> <li>Understanding place value in relation to whole numbers and decimals</li> <li>Algebra- knowledge of the order of operations</li> <li>Measurement in and conversion of SI and imperial units</li> <li>Mental and written strategies in multiplying</li> </ul>
<b>Science</b> How have living things changed over time?	<ul style="list-style-type: none"> <li>How do offspring vary, and why are they not identical to their parents?</li> <li>How does an animal adapt to its environment?</li> <li>How do plants adapt to their environment?</li> <li>What can we learn from fossils?</li> <li>How have living things changed over time?</li> <li>How have humans evolved?</li> </ul>
<b>R.E</b>	<ul style="list-style-type: none"> <li>What do you think causes suffering and how do you think we can overcome it?</li> </ul>



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What does it mean to be Buddhist?	<ul style="list-style-type: none"> <li>• What is the noble eight-fold path and how might this help a Buddhist in their daily life?</li> <li>• What do Buddhists understand about samsara and nirvana?</li> <li>• What does it mean to be part of the sangha for a Buddhist?</li> <li>• What does it mean to be a Buddhist?</li> </ul>
<b>History</b> What was life like in the Maya civilisation and what were its achievements?	<ul style="list-style-type: none"> <li>• Why do you think we study the Maya Empire in school?</li> <li>• How were the Maya able to survive and grow string living in the jungle?</li> <li>• What was life like at the height of the Maya civilisation?</li> <li>• How can we know what life was like there 1,000 years ago?</li> <li>• If the Maya were so civilised, then why did they believe in human sacrifice?</li> <li>• Why did the Maya empire end so quickly?</li> </ul> <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>• Children will use a range of sources to find out what life was like as a Mayan, and compare it to the Saxon civilisation.</li> </ul>
<b>Art</b> Drawing	<ul style="list-style-type: none"> <li>• Portraits</li> <li>• Drawing face details: eyes, nose, lips, ears</li> <li>• Face proportion</li> <li>• Layered portrait – back filled (BHM focus)</li> <li>• Artist study: famous self-portraits: Kahlo, Van Gogh, Gaugin, Picasso</li> <li>• Own self portrait: choice of media</li> </ul>
<b>Spanish</b>	Healthy Lifestyles
<b>P.E</b>	P.E will be on a Wednesday <ul style="list-style-type: none"> <li>• Swimming (Tuesday)</li> <li>• Tag rugby (in school)</li> </ul>
<b>P.S.H.E</b> Healthy Lifestyles	<ul style="list-style-type: none"> <li>• Drug Education – Drugs, risks and the Media</li> <li>• Conflict resolution</li> <li>• Celebration – supporting each other</li> <li>• Protected Characteristics and Bullying</li> </ul>
<b>Computing</b> Internet communication	<ul style="list-style-type: none"> <li>• How data is transferred over the internet</li> <li>• How the internet facilitates online communication and collaboration</li> <li>• How to communicate responsibly</li> </ul>
<b>Music</b>	<p><u>Ensemble Skills</u></p> <p>Learning multipart rhythms and playing as a Samba ensemble.</p>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Exploring space and relationships in dance</li> <li>• Using expression in dance and performing a simple routine</li> </ul>