



ST PAUL'S C of E COMBINED SCHOOL

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Dear Parents and Carers

Year 6 - Autumn Term

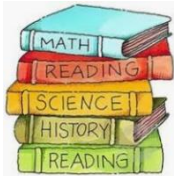
A very warm welcome to Year 6 and your child's final year at primary school. I hope you are well rested after the summer holidays, and are ready for the exciting year ahead. I would like to take this opportunity to thank you so much for your generous gifts at the end of the Summer Term! I'm sure the start of their final year at St Paul's brings with it different apprehensions for the children, alongside the normal back to school feelings, but please be reassured that the staff at St Paul's always have your child's wellbeing and happiness at the heart of what they do. Please do encourage them to come and talk to the staff about any worries they have and similarly share exciting and happy news too. I am looking forward to teaching the class again and to all the exciting activities that happen in Year 6. We have a very busy year ahead with many important events including: Secondary Transfer Tests, National Tests, residential trip, school production and mini enterprise. 'Work hard, play hard' is the motto for Year 6.



If you have any concerns or wish to discuss something about your child with us, please do contact the office to make an appointment. These discussions will then be either in person, via phone or video call.

This letter outlines the relevant information you need for your child to have a smooth start to the academic year and so that you are aware of what the children will be studying.

Curriculum



Year 6 have an exciting and varied curriculum. The curriculum map for the whole year is on the class page and shows you all the topics they will cover across the year. Within these topics, a wide range of approaches are used to engage the children in the learning. Where possible, links between subjects have been made to enhance their learning further. Please look at the curriculum and ask your child what they have been up to.

This term we will be looking at:

	Autumn 1 st	Autumn 2 nd
Literacy	<p>Harris Burdick Mysteries</p> <p>Poetry Diary Letters News Reports Persuasion Non-Chronological Reports Mystery Stories</p>	<p>Street Child</p> <p>Monologues Letters Discussion Poetry Historical Story Writing</p>
Maths	<p>All Maths strands are taught through the aims of the curriculum: Fluency, Problem Solving & Reasoning</p>	

	<p>Place Value Calculation Methods Fractions See National Curriculum for further detail</p>	<p>Measures – Converting Units Ratio and Proportion Algebra See National Curriculum for further detail</p>
Science	<p>Living Things and their Habitats: Classification</p>	<p>Electricity</p>
History	<p>The Victorians A study of what life was like for children in Victorian Britain. They will look at: Timeline of key events Children at Work Workhouses Schools Dr Barnardo The life of rich children Toys</p>	
Geography	<p>Rivers A study of rivers and their features They will look at: Features Rivers in the UK Rivers in the World Uses Comparing rivers Rivers in the news</p>	<p>Coasts A study of coastlines and their features They will look at: Features Erosion Coastal management A coastline in the UK Creative writing</p>
RE	<p>How and why do Christians try to make the world a better place? To explore Christian charity, the needs of people and the world as well as addressing climate issues.</p>	<p>What is the significance of Karma and Moksha for a Hindu? To explore the concept of Karma, Samsara and Moksha and consider reincarnation and its impact.</p>
Computing	<p>Computing Systems and Networks Communication and Collaboration</p>	<p>Creating Media Web page creating</p>
PE / Games	<p>Problem Solving – Orienteering Working together to develop teamwork through outdoor adventure activities To develop map-reading skills to negotiate a course</p>	<p>Netball Developing invasion game skills and playing Netball</p>
	<p>Golf Learning the skills for golf and celebrating personal progress.</p>	<p>Lacrosse Learning the skills for this new sport and developing invasion game skills</p>
Music	<p>Dynamics, pitch and texture (Fingal’s Cave)</p>	<p>Film Music</p>

	Appraising the work of Mendelssohn and further developing improvisation and composition skills.	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
Art / D&T	<p>Drawing – Make My Voice Heard</p> <p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making whilst considering audience and impact to create powerful drawings and make their voices heard.</p>	<p>Christmas Stockings</p> <p>Practising their sewing skills and making their own Christmas Stocking to hang up for Father Christmas</p>
French	<p>Months and Seasons</p> <p>Learning vocabulary and grammar associated with talking about months and seasons.</p>	<p>Geography of France</p> <p>Learning vocabulary and grammar associated with describing the geography of France.</p>
PSHE	<p>Being Me in My World</p> <p>Understanding different friendships and personalities Considering needs and emotions in ourselves and others</p>	<p>Celebrating Difference</p> <p>Looking at showing empathy, attitudes towards others, strategies for managing bullying behaviour and how to appreciate others.</p>

Home Learning

As last year, Home Learning will be set on Teams. The routine will be as outlined below. Your child will still have access to Times Tables Rock Stars for practice. Spelling Frame and Maths Frame are also good websites for practising skills in a fun way.

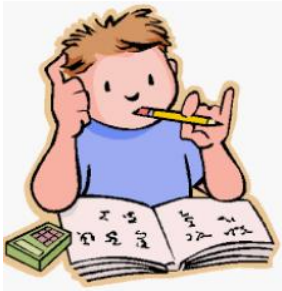
Subject and Detail	Day Given	Day Returned
<p>Reading Record – BoomReader</p> <p>Regular reading and discussion of a text with an adult – recorded on BoomReader at least 4 times a week.</p>	Wednesday 15 mins daily (minimum 4 days)	Tuesday – Reading records & activities to be checked
<p>Reading Activity - Teams</p> <p>Choose an activity from the choice sheet to complete (one per week) linking to their current book</p>	Thursday	Tuesday
<p>Spellings – Spelling Book</p> <p>6 words linked to spelling pattern taught and misspelt words in books – given in school</p>	Monday (daily practice)	Monday (test in class)
<p>Spelling Sentences - Teams</p> <p>Handwritten or typed – weekly challenge given e.g. use different conjunctions</p>	Monday (30 mins approx.)	Wednesday

Home Learning Choice - Teams

Select a piece of Home Learning from the list and complete to the best of your ability

Friday
(60 mins approx.)

Thursday



Home Learning will be set from week beginning 16th September when the children will receive the 'Home Learning Choice' sheet.

Spellings will be given out on Monday (starting Monday 16th September) and children will be asked to write these in their spelling sentence books. The words given will come from the National Curriculum expectations and from commonly misspelt words in their books

Spelling sentences (starting Monday 16th September) will have a different focus every week to help them develop their writing. These focuses will be set based on areas that need to be worked on and National Curriculum objectives.

Your child's reading experience is much more than just listening to them reading a book. Reading is happening all the time in a classroom and in the school. It is taught in specific reading and English lessons, but children are practising and using their 'reading' constantly across all subjects too. Parents can support this 'reading journey' through regular reading and engagement with reading at home. Reading to and with your child, as well as asking them questions about what they are reading, every evening for at least ten minutes can make a dramatic difference to a child's achievement within school.

A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more likely to read above the expected level for their age'.

The report also offers six tips for reading with your child at home, including:

1. Make time to read - even ten minutes a day
2. Choose different types of books
3. Take turns to read
4. Talk about the book- asking your child questions
5. Pay attention to the language
6. Enjoy reading



Expectations

During the first week, the school rules and the school behaviour policy will be looked at and discussed as a class. After reading and discussing these the class contract is made which all the children have agreed on. The school ethos underpins all of these as we strive to encourage children to participate actively and enthusiastically in all aspects of school life.

Timetable

Please ensure your child comes into school in full PE kit on Monday and Thursday for their PE & Games sessions. These sessions will take place outside or inside weather pending.

Please make sure your child's kit also includes a school sweatshirt and tracksuit bottoms for the winter months.

Stationery

To support the teaching and learning in Year 6, please ensure the children have the following with them every day:

A pencil case with the following – to remain in school:

- Blue fountain pen or fibre tip pen
- A number of sharp HB pencils
- Colouring pencils
- A rubber (white, rectangular)
- A pencil sharpener
- A glue stick
- A ruler



Other:

- Their reading book
- Water bottle

These should all be named.

Miscellaneous

- If your child is unable to do PE for medical reasons, please inform us by letter/email to the office address
- Please ensure all clothing, stationery, books etc brought in from home are clearly named
- If your child will be walking home on their own, they need written permission. Please note that a new written permission is required even if your child walked home independently last year.

Please make an appointment to speak to me if you have any questions about this term. I sincerely hope that your child's time in Year 6 will be a happy and enjoyable one, and that together we are able to support their development and progress as well as ensuring they enjoy this memorable year.

With best wishes,

Miss Harkcom
Year 6 Class Teacher

COMMUNITY COURAGE ENJOYMENT HOPE RESPECT