

Curriculum letter—Year 6—Spring



Maths

In maths this term, we will continue to prepare the children for SATS by taking a weekly arithmetic paper and addressing misconceptions. Alongside this, in our maths lessons we will be exploring decimals (adding, subtracting, multiplying and dividing). They will also explore decimal, fraction and percentage equivalents as well as algebra, ratio, statistics and measure. They will apply this learning to SATS style problems.

Computing - For the first part of this half term, the children will be finishing their unit on web page creation. They have learnt about what makes a good webpage and used this information to design their own for a given purpose. They are now learning about navigation paths to ensure their website is user friendly and considering the aesthetics of the site. After this, we will learn about email as a source of communication and consider how to use email responsibly for different purposes. This unit allows the children to learn about a number of online safety matters in a positive way.

English/ Reading

In English, we will start our learning journeys by exploring extracts from Anne Frank and Zlata's diary. We will discuss how an author creates emotion in their writing and begin to construct diaries which convey messages of frustration, anger and disappointment. The children will then write their own diary entries from the point of view of Nelson Mandela when he was in prison. During this term, the children will also be writing passionate speeches based on their work on Banksy. The Shamblehurst Reading challenge still remains an important part of the children's learning and they are encouraged to select a variety of texts to read to achieve their bronze, silver and gold badges.



Our enquiry question for this term is:
Does everyone have a voice?

Our enquiry this term is an art led focus where we will be studying the concepts of **choice, discrimination, protest and free will**. As part of this unit, we will be exploring the work of Banksy, Andy Warhol, Victoria Topping and Hattie Stewart. Within the enquiry, we will have an informative and inspiring visit from Chris Lubbe: Chris is an engaging speaker who was the former body guard of Nelson Mandela. Chris will share his experiences of apartheid in South Africa and will speak about the importance of standing up for your human rights and sharing your voice. Nelson Mandela said, 'Education is the most powerful weapon that you can use to change the world.' In our enquiry, the children will discuss if art can help you share your voice. They will infer the messages behind Banksy's work and discuss how he conveys social messages through his art. The children will then begin to develop their own campaign based on social issues they have learnt about.

P.E.

PE days for this term will be- Mondays for Jaguars and Snow Leopards and Tuesdays for Tigers and Cheetahs. PE will be inside for this term.

All the children will have Outdoor Learning on a Wednesday morning—the children can wear joggers/leggings with trainers but must wear their school uniform t-shirt and jumper.

PSHE

PSHE will form a huge part of our enquiry this term, as we explore Rights and Responsibilities, linked to our concepts of **choice** and **free will**. The children will discuss democracy in Britain, learn about elections, and begin to learn how laws are made and passed in the UK. The children will construct their own manifesto on a social topic of interest. They will also explore the benefits of living in a diverse community and discuss valuing differences. This will all be alongside an exciting trip to the Houses of Parliament.

Homework

We will continue to set homework on a Thursday, to be completed by the following Tuesday. Children will be set a SPAG task and a maths task, which links to the learning in school. They are expected to practice their reading, times tables and spellings. Their spelling test is every Friday.

Music - This half term, our music unit will take inspiration from listening to, 'Short Ride in a Fast Machine' by John Adams. We will focus on duration and structure. As an example of minimalist music, this piece gives us the opportunity to explore simple, repetitive rhythmic and melodic patterns and how these can be combined for effect. Taking ideas from our listening, we will use technology to explore repeating patterns, including creating our own compositions on GarageBand.