

What Year 6 are learning	Hints for helping your child		
<p>English</p> <p>We follow the English curriculum, linking with class topics wherever possible.</p> <p>Reading:</p> <ul style="list-style-type: none"> •Exploring the features of a variety of texts, both fiction and non-fiction. •During Guided Reading sessions, pupils will read and discuss texts in detail with their teacher and then undertake follow-up work. They will also be given time to read by themselves. •Year 6 will read a range of texts to support their writing, including <i>Goodnight Mr Tom</i>, a book about an evacuee in WW2 and <i>Floodland</i>. •Children will also learn how to select sentences, phrases and relevant information to justify their opinions, in preparation for their SATs tests in May. <p>Writing:</p> <ul style="list-style-type: none"> •Writing fiction from different characters' points of view. •Writing a reading journal. •Information leaflets. <p>Grammar, Punctuation and Spelling (GPS)</p> <ul style="list-style-type: none"> •We will prepare children for the GPS paper in their SATs tests. They will learn how to use a wider range of punctuation devices e.g. apostrophes, colons and brackets. •There will also be regular spelling tests. 	<ul style="list-style-type: none"> •Encourage your child to read for at least 30 minutes, four times a week. •Encourage your child to develop an interest in newspapers / magazines. •Encourage your child to use the local library. <p>•Support your child in proof-reading (checking) their writing homework.</p> <p>•Support your child when their homework involves grammar and punctuation.</p> <p>•Help your child to learn their spellings each week.</p>	<ul style="list-style-type: none"> •Use co-ordinates in the first two quadrants to draw and locate shapes, extending to 4 quadrants. •Use a protractor. Interpret and solve problems using frequency tables, bar charts with grouped discrete data, line graphs. •Consolidate understanding of approximate equivalences between metric units and common imperial units. •Convert between units of time. 	<ul style="list-style-type: none"> •Establish where imperial units are used e.g. 2 pints of milk, I am 5 feet and 11 inches tall.
<p>Maths</p> <p>We use the maths curriculum, as follows:</p> <ul style="list-style-type: none"> •Multiply and divide any number, including decimals, up to 10,000 by 10 or 100, to problems. •Consolidate formal methods of calculation. •Introduce the use of symbols and letters to represent unknown numbers or quantities. •Recognise and use square and cube numbers. •Express larger fractions, simplify and order fractions. •Add, subtract and multiply fractions. •Solve ratio problems. •Recognise square and prime numbers. •Solve problems using all 4 operations including decimals with accuracy and efficiency. •Calculate the perimeter, area and volume of shapes. •Calculate missing angles. •Reflect and translate shapes. 	<ul style="list-style-type: none"> •Ensure that your child is regularly using the revision book they are given at the start of Year 6. •Try to use practical maths around the home, e.g. cooking / shopping, travelling, telling the time etc. •Help your child with their multiplication tables and the corresponding division facts. •Help your child to revise and learn from their Maths CGP book (especially facts such as the properties of shapes and relationships between units of measure). •Set quick fire mental maths questions, e.g. '21 - 4, 27 + 9' etc. •Set your child a range of word problems. 	<p>Science</p> <p>This term our topics will be:</p> <ul style="list-style-type: none"> •Living things and their habitats. Pupils will learn about the classification of all plants and animals. •Animals including humans - identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood; •Recognise the impact of diet, exercise, drugs on the way their bodies function •Describe how nutrients and water are transported within animals. 	<ul style="list-style-type: none"> •Encourage your child to ask questions and help them to research the answers. •Take your child to the Science Museum.
		<p>Computing</p> <p>This term our topics will be:</p> <ul style="list-style-type: none"> •We are Programmers. Pupils will program their own interactive stories, games, and animations •We are Coders. An introduction to computer science and the basics of coding. 	<ul style="list-style-type: none"> •If you have access to the internet at home, encourage your child to try programming using free software such as Scratch. They should just type 'Scratch for kids' into Google to get started!
		<p>History</p> <p>This term's topic is World War II. Pupils will learn about the countries involved, how the war began, The Blitz and key events during the war.</p>	<ul style="list-style-type: none"> •Help your child to do some background research, either at the library or online. •Take your child to the Imperial War Museum or Churchill's War Rooms in Central London.
		<p>Geography</p> <p>This term's topic is Save Our World. Pupils will:</p> <ul style="list-style-type: none"> •Name the world's continents. •Identify different biomes around the world. •Explain what causes earthquakes. •I can describe and understand key aspects of the destruction of the Amazon. 	<ul style="list-style-type: none"> •If possible, encourage your child to undertake research (at the library or on the internet) of the class topics. •Allow your child to use an atlas.
		<p>Art</p> <p>Artwork based around the London skyline. Pupils will be sketching St. Paul's Cathedral and then produce a final piece onto pastel backgrounds to represent WW2 searchlights.</p>	<ul style="list-style-type: none"> •Take your child to some of the many free art galleries in London. A good place to start would be the National Gallery in Trafalgar Square, or Tate Modern / Britain.
		<p>DT</p> <p>Our topic is Dig for Victory Menus. We will be looking at the type of food people ate during WWII.</p>	<ul style="list-style-type: none"> •Encourage your child to help prepare food at home. Talk to them about where the food they eat comes from.

<p>RE What do people believe about life after death? Work in this unit will enable pupils to learn about and from what different religions and world views believe about the purpose and end of life.</p>	<ul style="list-style-type: none"> •Use the internet or library to research the beliefs of different faiths.
<p>Music Exploring musical processes (composing and creating music)</p>	<ul style="list-style-type: none"> •Encourage your child to listen to a range of musical styles at home.
<p>PE Outdoor – football and hockey- developing dribbling and passing skills, working towards small team games. Indoor – gymnastics. They will perform shapes and balances on their own and then perform these on the large apparatus.</p>	<ul style="list-style-type: none"> •Your child should bring their PE kit to school twice a week. Indigo – Mon (outdoor) / Thurs (indoor) Violet – Tues (outdoor) / Fri (indoor)
<p>PSHE Learn how to budget money and save.</p>	<ul style="list-style-type: none"> •Speak to your child about income versus outgoings.
<p>French Talk about school routines and tell the time.</p>	<ul style="list-style-type: none"> •Allow your child to practise some French vocabulary at home.
<p>Additional Useful Information No trips in the autumn term due to Covid restrictions. Each class are currently receiving an additional session of Maths and English per week to make up for key learning missed during the summer term.</p>	



John Ruskin School Parents' Information Leaflet

Year 6 Autumn 2020

Theme - War and Peace

