

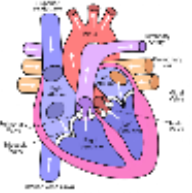


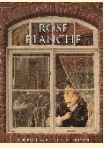










Year 6 Parents' Curriculum letter

Our Learning Journey - We'll meet again...- September 2023

Hello to you all! We are very excited to have the children back with us for the start of the Autumn term! Please see below for the exciting learning opportunities that have been planned for this term.

<p>English</p>  <p>In English we will be refining our writing skills, with a focus on descriptive writing. Children will be using illustrations to expand their vocabulary and use this to improve their writing through editing, commenting and redrafting of work.</p> <ul style="list-style-type: none"> To explore the meanings of unfamiliar words. To increase the legibility, consistency and quality of handwriting. To use all basic punctuation correctly. To spell more complex words that are often misspelt. To plan and develop ideas, using reading/research where necessary. To organise writing into paragraphs/sections. To select the appropriate form and use other similar writing as a model using appropriate features. To start sentences in different ways. To use commas to mark phrases and clauses or to clarify meaning/avoid ambiguity. 	<p>Maths</p>  <p>In Maths we have launched 'White Rose' to ensure development of well-rounded mathematical knowledge, problem solving and reasoning skills.</p> <p>Place Value</p> <ul style="list-style-type: none"> To order and compare numbers up to 10,000,000. To read and write numbers up to 10,000,000 and determine the value of each digit. To round any whole number to the nearest 10, 100, 1000, 10,000. <p>Calculation</p> <ul style="list-style-type: none"> To solve problems involving addition, subtraction, multiplication and division, including those with like and unlike fractions. To be able to multiply and divide whole numbers by 10, 100 and 1000. To compare and order like and unlike fractions. <p>Measurement</p> <ul style="list-style-type: none"> To solve problems involving imperial and metric measures. <table border="1" data-bbox="608 824 963 994"> <tr> <td>Millions</td> <td>Hundred Thousands</td> <td>Ten Thousands</td> <td>Thousands</td> <td>Hundreds</td> <td>Tens</td> <td>Ones</td> <td>Tenths</td> <td>Hundredths</td> <td>Thousandths</td> <td>Ten Thousandths</td> <td>Hundred Thousandths</td> <td>Millionths</td> </tr> <tr> <td>M</td> <td>HTh</td> <td>TTh</td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> <td>.</td> <td>t</td> <td>h</td> <td>th</td> <td>tth</td> <td>hth</td> <td>m</td> </tr> </table>	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths	Millionths	M	HTh	TTh	Th	H	T	O	.	t	h	th	tth	hth	m	<p>Science/Computing</p>  <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions. To describe the ways in which nutrients and water are transported within animals, including humans. To use software on a digital device to design and create a range of content that accomplishes given goals (blogging). 
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths	Millionths																	
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<p>Books we are studying to support our learning this term:</p>  <p>Once by Morris Gleitzman.</p>  <p>Rose Blanche by Ian McEwan, illustrated by Roberto Innocenti.</p>  <p>Anne Frank by Josephine Poole, illustrated by Angela Barrett.</p>	<p>Art</p> <p>In art children will be exploring the work of their class artist.</p>   <ul style="list-style-type: none"> To improve our use of techniques taught. To develop different ideas and explain the techniques we have used. To use techniques, tones and effects to represent things we have seen. To use simple perspective in their work using a single focal point and horizon. To produce intricate patterns in a malleable media. 	<p>PE</p>  <p>Year 6 will be building on their personal skills with games and activities that allow them to develop their coordination and support them to collaborate with more accuracy during ball games.</p> <ul style="list-style-type: none"> To make choices that support a healthy lifestyle, and recognise what might influence these. To set challenges for myself. To persevere with a task and improve my performance through regular practice. To cope well and react positively when things become difficult. To see all new challenges as opportunities to learn and develop. 																											

<p style="text-align: center;"><u>E4S/Wellbeing</u></p> <p>E4S stands for Education for Safeguarding and forms a key part of the children's wellbeing/safety curriculum.</p> <p>Through E4S, children will learn about their emotional literacy and wellbeing, and how effective they are at communicating how they feel and their awareness of the emotions displayed by others.</p> <ul style="list-style-type: none"> Children will be learning additional wellbeing techniques building on prior learning. Children will be learning about the risks of communicating online as well as learning to describe strategies for safe and fun experiences in a range of online social environments. Finally, children will revisit growth mindsets, allowing them to work on their perseverance.  	<p style="text-align: center;"><u>History</u></p> <ul style="list-style-type: none"> To know and understand Britain's past, and the wider world, beyond 1066 as a coherent chronological narrative. To use timelines to place events, periods and cultural movements from around the world. To investigate own lines of enquiry by posing historically valid questions to answer. To find and analyse a wide range of evidence about the past. To understand how our knowledge of the past is built up from a range of sources. 	<p style="text-align: center;"><u>Reading</u></p>  <ul style="list-style-type: none"> To predict what might happen from details stated and implied. To raise queries about texts. To explore the meanings of unfamiliar words in context. To apply knowledge of root words, prefixes and suffixes. To comment on an author's use of language for effect. To build up character profiles from reading. To draw inferences e.g. inferring characters' feelings, thoughts and motives from their actions. To summarise the ideas from more than one paragraph.
<p style="text-align: center;"><u>Staff</u></p> <p>Miss Pitman - Mondrian Class Teacher (Y6) Mrs Willis - Banksy (Y6) Class Teacher</p> <p>Support Staff Banksy - Mrs Meek Mondrian - Mrs Harris Additional Y6 support - Mrs Cooper</p>	<p style="text-align: center;"><u>Dates and Information</u></p> <p>Meet and Greet - Come and meet your child's Class Teacher on Tuesday 19th September 2023 at 14:30. Isle of Wight Information Meeting - Tuesday 19th September 2023 at 14:50. Isle of Wight Assembly - 19th October – details to follow. PE days - Wednesday and Friday.</p> <p>Please ensure that children have their PE kit in school on their PE days.</p>	<p style="text-align: center;"><u>Wow Days and Opportunities</u></p> <p>Immersion day - pre-wartime music and games - Friday 8th September. Isle of Wight Trip - 25th-29th September. Phase evacuation on the Bluebell Railway - Friday 20th October. McIndoe drama workshop - details to follow.</p>
<p>Things to do at home to help your child:</p> <ul style="list-style-type: none"> The most important benefit of helping your child is that it shows how much you value education. Learning at home should be fun. Make it short and where you can, turn it into a game. Ensure they have done their homework to the best of their ability. Read with, and to your child. Ask questions about the books they read. <p>The following websites offer game-based learning:</p> <p>https://mathszone.co.uk/ (maths) https://www.bbc.co.uk/games/embed/crystal-explorers (grammar) https://www.topmarks.co.uk/ (Some free games linked to maths, grammar and spelling games) http://www.primaryhomeworkhelp.co.uk/ (all areas of the curriculum) https://www.bbc.co.uk/bitesize/levels/zbr9wmn (all areas of the curriculum)</p>		

Year 6 Key End of Year Expectations for Children at Estcots

Below provides information for parents and carers on the end of year expectations for children in our school. All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content below or want support in knowing how best to help your child, please talk to your child's teacher.

Reading

- Give a view about choice of vocabulary, structure, etc.
- Learn a wider range of poems by heart.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Provide reasoned justifications for their views.
- Skim for gist.
- Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.



Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing and select the appropriate structure, vocabulary and grammar.
- Use a sentence structure and layout matched to requirements of text type.
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use hyphens to avoid ambiguity.
- Use a full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Write legibly, fluently and with increasing speed.



Mathematics

- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Draw 2-D shapes using given dimensions and angles.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Find unknown angles in any triangles, quadrilaterals, regular polygons.
- Describe positions on the full coordinate grid (all four quadrants).
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns
- Multiply 4-digit by 2-digit

