















Year 6

Welcome back to a new term here at Westfield.

We would like to take this opportunity to tell you a little about what is coming up in Year 6. As a school, we are currently focusing on improving progress in Reading, Writing, Maths and building resilience as part of our whole 'School Improvement Plan'.

Subject	Term 3	Term 4
PSHE 	Dreams & Goals: Know your own learning strengths. How to set realistic and challenging goals. Know what the learning steps are to achieve your goal. How to work with other people to make the world a better place. Know what your classmates like and admire about you.	Healthy Me: Take responsibility for own health and make healthy choices. Know about different types of drugs, their uses and effects on the body. Understand that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risks this involves. Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness. Recognise stress and the triggers that cause this.
English 	Theme: World War II Key Text: 'When the Sky Falls' by Phil Earle Reading focus on retrieval, inference and authorial choice Non-fiction: explanation text; persuasive letter writing Poetry: The Listeners by Walter de la Mare; Jabberwocky by Lewis Carroll Narrative: character description Grammar revision: Cohesive devices; apostrophes for possession and omission; commas for clarity; semi colons - between clauses; relative clauses; pronouns and relative pronouns. Spelling: Suffixes, <i>tion</i> and <i>sion</i> , <i>ci</i> and <i>ssi</i> , Year 5/6 words	Theme: World War II Key Text: 'When the Sky Falls' by Phil Earle Reading focus on retrieval, inference and authorial choice Non-fiction: non-chronological report - linked to science Poetry: World War II poems Narrative: Diary writing (two viewpoints) Grammar revision: Hyphenated words; tenses; Standard English + 'I vs me'; figurative language; subjunctive; speech punctuation; conjunctions. Spelling: silent letters, <i>ei</i> and <i>ie</i> , <i>ible</i> and <i>able</i> Year 5/6 words
Maths 	Co-ordinates; transformations - translation, reflection, enlargements. Measures: money, measurement and converting measures, area, perimeter, volume.	Angles - measuring and drawing, calculating missing angles. Properties of 3d shapes. Statistics. Ratio.

Science 	Electricity: Electricity voltage linked to components. Relationship between brightness of lamp and volume of buzzer with number and voltage of cells used; Compare and explain variations; Use recognisable symbols as part of a circuit diagram.	Animals including humans: Identify, name and describe the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
Computing 	Blogging: What is a Blog? To understand how a blog can be used as an informative text and the key features of a blog. Planning a class blog. Work collaboratively to plan a blog. Writing a class blog. Children will create a class blog or blog post with a specific purpose. Understand that the way in which information is presented has an impact upon the audience. Know how to share posts and comment. Understand the approval process that their posts go through and demonstrate an awareness of the issues.	Text Adventures: To find out what a text adventure is. To use 2Connect to plan a story adventure. To make a story-based adventure using 2Create a Story. To introduce an alternative model for a text adventure which has a less sequential narrative. To use written plans to code a map-based adventure in 2Code.
D&T 	Computer Crumble: Designing and making a programmable moving vehicle.	Heathy and varied diet: Research, design, make and evaluate a seasonal pasty.
History 	World War II To understand the reasons behind the start of World War II. To understand the reasons for evacuation and ask and answer questions. To know and use the experiences of evacuees to complete drama and writing activities. To understand the impact rationing had on the British public. To investigate the use of propaganda in the home front war effort. To produce a non-chronological report, providing information on an aspect of WW2. Understand the effects of the blackout on the public using first-hand accounts. To explore censorship and propaganda and their use in WW2. To investigate the changing roles of women in WW2. To understand the role of Alan Turing in code breaking.	
Geography 	None this term	
PE 	Indoor- World War II dance Outdoor games - Hockey	Indoor- Health related exercise Outdoor games - Tennis
RE 	Christianity and Humanism Our big question is: Is anything ever eternal? (Believing/Behaving)	Christianity Our big question is: Is Christianity still a strong religion 2000 years after Jesus as on Earth? (Believing/Belonging/Behaving)

Music 	Songs & Music from World War II Music in the 1940's 'The age of mass electronically distributed music' Ukelele - War-time songs	
Spanish 	World War II Countries To be able to group unknown vocabulary to help decode texts. To know the names of seven countries in Spanish and what language is spoken in that country. To be able to use key words to help decode texts. To compare what war was like in the country and the city. To be able to use adjectives to describe life in the country and the city.	Healthy Lifestyles Name and recognise names of food and drink. Say activities they do that keep them healthy. Follow a recipe in Spanish.

Visits and Visitors

- 13th January - Roots to Food
- 6th February - Bourne Grammar School - DT Crumble
- 26th February - LSCP Mini Police workshops
- 3rd March - Holocaust Centre visit
- 6th March - World Book Day.

Yours sincerely

All the Year 6 Team



Westy

I hope you have a super year at Westfield.

Remember:

- We are BRAVE
- Every day we try our BEST
- Stick at it we are RESILIENT
- Trust us we are CARING
- Yes, we are a TEAM