

# Year 6 Newsletter Spring 2

Welcome back from the half term break. We hope you all had a lovely holiday and are ready to work hard again. We have lots more exciting learning opportunities to explore this half term.

## LITERACY

We will begin our English unit by reading 'Goodnight Mr Tom' by Michelle Magorian. The story follows the lives, and relationship between, Mr Tom and a young evacuee Willie. Year 6 will use this text to develop our authorial style and characterisation. To develop characterisation we will write: a description of a character using the skill of not revealing the identity straight away, a scene where we bring the scene to life through the effective use of speech and re-writing a scene from a different character's perspective. The skills that we have developed will be used to plan, write and edit our own version of a missing chapter for the novel.

You can help you child succeed by ensuring they read for 30 minutes each night and learn their weekly spellings.

**Key vocabulary:** Varied sentence openers, fronted adverbials, inverted commas, semi-colons, parenthesis, brackets, dashes, paragraphs and legible, joined handwriting.

## Mathematics

Throughout Year 6, the children will be working on groups of objectives linked to the following strands:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions and Decimals
  - Measurement
- Geometry (Shape and Space)
- Statistics (Data Handling)

This half term we begin by converting fractions, decimals and percentages. Following this, we will focus on algebra: finding and using rules, understanding formulae and solving equations. We will then build up our knowledge on measurement, converting metric and imperial measures, working out perimeter, area and volumes of 2D and 3D shapes. Moving onto ratio and proportions, we will learn how to calculate ratios, use ratios to find amounts and enlarge shapes by a scale factor.

You can help your child succeed, increase their confidence and knowledge of times table and division facts by practising them daily.

**Key vocabulary:**

Fraction decimal percentage  
algebra equation metric  
imperial area volume ratio  
proportion



## SCIENCE

In science, children will be working on a topic of work all about exploring 'working scientifically'. They will be using their science knowledge and linking it to a historical event in context; the sinking of the Titanic. Some of the topics they will have the opportunity to explore will include floating, sinking and hypothermia.

**Key Vocabulary:**

Floating, sinking, buoyancy, hypothermia, iceberg, thermal insulation, upthrust, density, variables, prediction, enquire, conclusion





# Other Curriculum Areas

PE: Invasion games

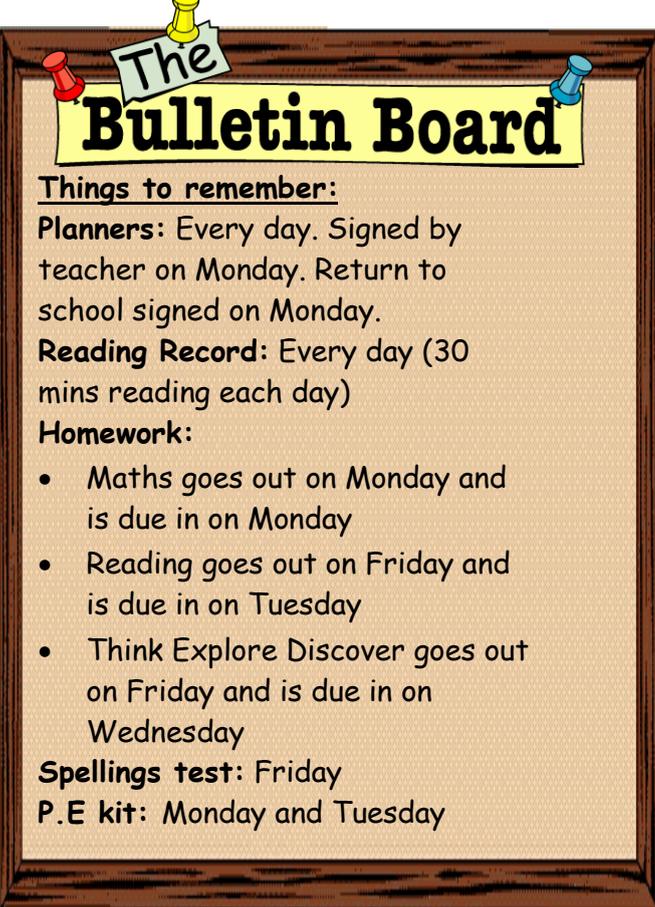
Spanish: Building vocabulary and developing pronunciation

RE- Discovering whether charities can change the world before moving on to looking at compassion

PSHE - Healthy relationships

Music - Exploring the music of Carole King and her importance as a female composer in the world of popular music today

Computing - Completing our work on Blogs before beginning to explore the world of text story adventures



## The Bulletin Board

**Things to remember:**

**Planners:** Every day. Signed by teacher on Monday. Return to school signed on Monday.

**Reading Record:** Every day (30 mins reading each day)

**Homework:**

- Maths goes out on Monday and is due in on Monday
- Reading goes out on Friday and is due in on Tuesday
- Think Explore Discover goes out on Friday and is due in on Wednesday

**Spellings test:** Friday

**P.E kit:** Monday and Tuesday



## IMPORTANT DATES

6.3.20- World Book Day  
9.3.20- Sports Relief  
15.3.20- Red Nose Day

When we return after the Easter break, we will have SATS week. Dates are listed below:

**Monday 11 May:** Grammar, punctuation and spellings papers 1 and 2  
**Tuesday 12 May:** Reading paper  
**Wednesday 13 May:** Mathematics paper 1 and 2  
**Thursday 14 May:** Mathematics paper 3

To support your child with their SATs, Achieve sessions take place every Thursday till 4:20pm. Please notify us, in your child's planner, if you want them to attend. Refreshments are provided.

Maths link: <http://uk.mathletics.com/>

Literacy link:

E-safety link: <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

Science app: <https://www.bbc.co.uk/bitesize/topics/zj44jxs>

History link: <http://www.elizabethan-era.org.uk/>



This half-term, our topic will be A Child's War. This will help us understand the impact of WW2 and how this helped shape Britain.

# A Child's War

How can our historical skills help us find out about World War 2?

Starting the new half-term, we will investigate how the events of World War 2 unfolded. Using a range of historical sources to help us find out about key turning points we produce an illustrated, chronological account of World War 2.

How did The Blitz and wartime leaders affect people in Britain?

To continue our work as Historians, we will find out about The Blitz and this impact it had on Britain. We will then zoom in on a wartime leader, learning about the how their personalities and beliefs shaped the war.



What was life like for both soldiers and civilians during the war?

We will study first-hand accounts of soldiers' experiences during the war through reading their letters and producing our own. Comparing this to life back in the U.K., we will search for clues about the wartime home and contrast this with our own homes.

What were the experiences of Jewish and German children during WW2?

Exploring concepts such as discrimination and prejudice, we will begin to understand the experiences of Jewish children across Europe. We will look at the lives of German children to help us understand the similarities and differences between their experiences during this time and throughout history.

Where in Britain was affected by The Blitz and why?

Developing our understanding, we will become geographers and identify key locations that suffered heavy bombing during World War 2. This will help us understand why children were evacuated and we will be able to discuss the journey evacuees took. We will then consider why particular places were more vulnerable to bombing and identify other significant geographical features such as rivers and railways around these areas.