



Dear Parents/Carers,

This letter includes information about school values & expectations, the Y6 timetable and what your child will be learning this term. We hope that you find this information useful..

Expectations for ALL children

Wear school uniform (including black shoes & plain headwear) and always bring a coat.

On PE days, wear black trousers/leggings, sports shoes, house colour T-shirt & school jumper – NO LOGOS

Come to school by 8.40am every day ready to learn.

Always act according to our values of: Respect, Resilience, Responsibility, Curiosity, Collaboration

Bring a healthy packed lunch (only crisps or sweet treat on a Friday)

Read 4+ times at home to become a Green Reader and bring in your reading diary every day.



Respect
Be kind
Be polite
Be helpful

Resilience
Be confident
Be brave
Be calm

Collaboration
Listen
Be involved
Be supportive

Curiosity
Explore
Be creative
Be inquisitive

Responsibility
Be ambitious
Be focused
Be proud

Expectations of Year 6

Wear PE kit on Tuesday (indoor) and Wednesdays (outdoor).

Forest School on alternate Thursdays

Learn spellings for Friday

Bring homework on Friday

Key Dates for Term

Book Week - 3-7th March

Parents Evening - Tuesday 25th & Wednesday 26th March

| Year 6 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|---|---|---|
| 8.40 – 8.50 | Register Starter activities/reading record check | Register Starter activities/reading record check | Register Starter activities/reading record check | Register Starter activities/reading record check | Register Starter activities/reading record check |
| 8.50 - 9.40 | Reading or phonics intervention (PHASE 5 in class) | Reading or phonics intervention (PHASE 5 in class) | Reading or phonics intervention (PHASE 5 in class) | Reading or phonics intervention (PHASE 5 in class) | Reading or phonics intervention (PHASE 5 in class) |
| 9.40 – 10.45 | Authors | Authors | Authors | Maths Authors | Authors |
| 10:45-11.00 | Break | Break | Break | Break | Break |
| 11.00 – 11.15 | Basic Maths/Times tables | Basic Maths | Basic Maths/Times tables | Art | Basic Maths/Times tables |
| 11.15 - 12.15 | Maths | Maths | Maths | RE | Maths |
| 12.15 – 12.30 | Spelling/advanced phonics/ handwriting | Spelling/advanced phonics/ handwriting | Spelling/advanced phonics/ handwriting | | Spelling/advanced phonics/ handwriting |
| 12.30 – 13.15 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 13.15 - 13.25 | Sticky Knowledge | Enquiry Indoor PE | DT/ Spanish Outdoor PE | Forest school | Sticky Knowledge |
| 13.25 - 14.30 | Enquiry | | | Computing | Learning for Life |
| 14.30 - 14.45 | Whole School Values Assembly | | | Music | Whole School Golden Book Assembly |
| 14.45 - 15.00 | Class Novel | Class Novel | Class Novel | Class Novel | Class Novel |

Summary of learning in Term 4

Authors

Our writing this term will link with Enquiry. We will be creating a fact file about how an animal evolves and adapts to its environment. Alongside this, we will be focusing on SPaG (Spelling, Punctuation, and Grammar) to improve writing accuracy and clarity.

PE

We will be covering gymnastics and athletics.

Music

All Music learning this term will be linked to the song 'You've Got a Friend' by Carole King. Musical games, singing and playing instruments will all be included in this unit.

Computing

Year 6 will be exploring Excel this term in Computing. We will learn how to make spreadsheets.

Maths

Year 6 will continue to practise arithmetic skills daily to build fluency and speed. This includes mental and written methods for addition, subtraction, multiplication and division of whole numbers and fractions. Year 6 will also continue to build their understanding of shape, focusing specifically on measuring and calculating angles.

Learning for life

We will be exploring 'Healthy me'. We will learn how to take responsibility for our health and make choices that benefit our health and well-being.

Science

'How have living things evolved?'
Year 6 will start by identifying observable characteristics and using these to group animals, plants and micro-organisms. Following this, Year 6 will learn about evolution and natural selection, and how different animals and plants have adapted to their environments and changed over time.

Art

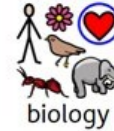
Our unit is called 'Exploring Identity'. We will be discovering how artists use layers and creating our own layered portraits.

Religious Education

We will be asking the question, 'What does it mean to belong to Christianity?'

Spanish

We will be learning about 'La Fruta' in Spanish this term.

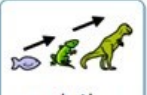


How do living things evolve?

Evolution and Inheritance



adaptation



evolution



inheritance



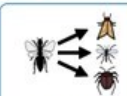
natural selection



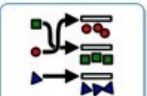
generation



characteristics



variation



classification

Living things and their habitats



species



micro-organisms

Sticky Knowledge

| |
|--|
| Living things can be grouped together on observable characteristics. |
| Animals can be grouped as vertebrates or invertebrates. Plants can be grouped together as flowering plants and non-flowering plants. |
| Micro-organisms are tiny living things that are too small to be seen with the naked eye. They can be grouped into bacteria, viruses, and fungi. |
| Taxonomy is the science of naming, describing and grouping all living things. |
| Fossils can give us clues about living things that inhabited the Earth millions of years ago. |
| Living things produce offspring of the same kind. Offspring share some characteristics of their parents. |
| Inherited characteristics are passed from one generation to another. |
| Animals and plants have special features, or adaptations, that help them to survive in their habitats. |
| Some animals and plants are more likely to survive than others. The most useful and strongest adaptations are passed on to enable the next generation of plants or animals to survive. |

Vocabulary

| | |
|--------------------------|---|
| adaptation | The process by which animals, plants and other living things have changed so that they better suit their habitat. |
| evolution | The theory that all the kinds of living things that exist today developed from earlier types. |
| inheritance | When living things reproduce, they pass on characteristics to their offspring. |
| natural selection | The process through which populations of living organisms adapt and change. |
| generation | All the people of about the same age within a society or within a particular family |
| characteristics | The distinguishing features or quality of something. |
| variation | The differences between individuals of the same species. |
| classification | Putting things into groups. |
| species | A group of similar organisms that are able to reproduce. |
| micro-organism | Tiny living organisms too small to be seen (e.g. germs). |

Prior Knowledge –