



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL
To be the best we can be, for ourselves, for others and for God

23th February 2018

Curriculum Newsletter Term 4

Dear Parents/Carers,

Welcome back after what we hope was a relaxing half term for you and your family. This term, we continue our project on the Amazon and begin to build towards our final outcome, where we will be putting our factual Geographical understanding to use in persuasive writing and debate.

Our work now focuses on preparing the children for the SATs. There will be a parents meeting later in the term to provide you with all the information regarding the tests and how you can best support your child during this time.

I also look forward to meeting with you at Parent Consultations and sharing in your child's learning with you- there is a lot of learning to celebrate! The Year 6 team look forward to another positive and engaging term.

Subject	Areas to be covered
LEARNING MUSCLE	WORKING TOGETHER
Maths	<p>We will be teaching in line with the Singapore Maths approach this year, which will encourage children to use manipulatives to support learning and approach mathematical problems in different ways. Children will also be developing their mathematical thinking in a range of contexts with particular focus on:</p> <ul style="list-style-type: none">• Negative numbers• Percentage to solve problems• Area and Perimeter - calculating triangles, rectangles and parallelograms• Calculating Volume• Geometry - solving problems (angles, triangles and nets)• Position and Movement solving problems relating to co-ordinates• Ratio - solving word problems <p>Algebra -creating, comparing and solving algebraic expressions</p>
English	<p>We are continuing to explore Shackleton's Journey, using Shackleton's leadership of the expedition to inspire our persuasive writing. We will be developing our ability to use this language to organise arguments for debates, which links to our project work.</p> <p>We will also be focusing on writing a suspense narrative and how to manipulate our word choice and phrasing to engage the reader and effect pace.</p> <p>Through a wide variety of texts the children will continue to develop their retrieval, summarising, inference and prediction skills and their ability to use evidence to support their points.</p>



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Science	Our Science topic this term is Living things and their habitats . During this topic, the children will learn to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. They will also learn to give reasons for classifying plants and animals based on specific characteristics. This will all link to our Rainforest project, with special consideration given to the destruction of habitats. We will be using our research skills and drawing scientific diagrams .
RE	Our RE learning this term will continue to explore the Gospel texts and the way Christians interpret biblical texts , in particular, answering the big question, What are the features of Gospel texts? Throughout the unit we will be exploring the answers to these questions: <ul style="list-style-type: none">• What are the connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives?• What are my ideas about how biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) relate to the issues, problems and opportunities of my own life and the life of my own community in the world today?



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<p><u>Project Based Learning</u></p> <p>Essential question: 'What is the size of your footprint?'</p> <p>Examining the impact of humans locally and in South America (Amazon basin).</p>	
<p>Driving subjects: <i>Geography</i></p> <p>Supporting subjects: <i>Science and English</i></p>	<p>High quality outcomes will be ensured through a process of drafting and critiquing, which include self, peer and teacher feedback. Teacher inputs are followed by opportunities for independent learning, including in groups, where creativity and innovation is encouraged. To be successful, children will be supported in developing their learning muscles: Working together, Concentration, Perseverance, Reflecting and Improving, Curiosity and Resilience.</p>
<p>Project phases:</p> <ol style="list-style-type: none"> 1. Location, location, location! (examining the geographical features and impact on areas over time) 2. How can we make a difference? 3. What does it mean to live in a democracy? 	<p>Final outcome:</p> <ul style="list-style-type: none"> • Write a letter to the local MP expressing opinion based on research. • Arrange and participate in a debate
<p>PE</p>	<p>This term, we will be developing a dance performance to represent the Rainforest, its animals and the environmental issues surrounding it, to link in with our project work. We will also be learning Tag Rugby skills with Mr Seal on Wednesdays.</p>
<p>PSHE and P4C</p>	<p>We use a comprehensive PSHE programme to support us in developing fully rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to support pupils' spiritual, moral, cultural, mental and physical development and teach British Values. The programme builds on the core theme areas identified by the PSHE Association:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Relationships • Living in the Wider World



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Homework

	Key Skills	Spellings	Projects and experiences
Given out	Every Friday	Start of the year	Start of term 3
Handed in / tested on	Every Wednesday	Midterm test: w.b. 5.3.18 Final test: w.b. 26.3.18	By Wednesday 14 th March
Consists of	Maths or English practise or pre-learning of key skills. Could be Mymaths.	National Curriculum spelling words	Choose one project or 'experience'. Share your learning in any way you choose at the end of term 4

How you can help:

We would very much appreciate support from home in these areas, which are **crucial** for the **Year 6 curriculum expectations**:

- Practice tables and related mental arithmetic on a daily basis.
- Practice spellings from years 3, 4, 5 and 6 lists.
- Encourage your child to read daily and listen to them when possible to help build reading speed and fluency.
- Ask frequent questions about the text they are reading to develop their reading comprehension.
- Help children to edit their writing - punctuation/spelling/tenses etc.

Resources to support Reading and Writing are available on the school website's English page.

In addition, please:

- Please check that any work done from the internet is in the children's own words and **not directly copied**.
- Bring a named water bottle to school which must go back home every weekend.
- Please ensure children have coats in school at all times.
- PE kit must be in school every day.
- Please check that all clothing is named!

If you would like to come in and speak with us at any point, whether you have any concerns or would like to ask any questions, please do not hesitate to do so. Thank you for your continued support.

Yours sincerely,

Mrs Morrish