



# St. Lawrence Primary School

La Grande Route de St Laurent  
St Lawrence  
Jersey  
JE3 1NG

Telephone: 01534 863172  
Nursery: 01534 865524  
Email: admin@stlawrence.sch.je

## Y6 Summer Term 2024

This term's newsletter aims to give you an outline of the intended work in your child's class.

### Topic/Geography

Our topic, Frozen Kingdom, centres around the Arctic and the Antarctic as well as finding out about a specific country; it has a Geography focus.

This topic will last over the whole term and we will aim to cover as much of the Geography Curriculum as possible through it, revisiting some of the areas covered in the first term and adding lots of the high-level vocabulary associated with this area of the curriculum.

For our homework/coursework, each pupil has selected a country to research and produce a multimedia presentation on. They will then give an oral presentation (see sheet which your child has in their Homework/Target Folder) to inform the audience about their chosen country. This part of the Geography topic aims to widen the pupils' knowledge of geographical terms and inform them about different countries around the world. We will now be using atlases and maps independently, as well as learning how to give 6 figure grid references, which would have been touched on in Year 5. This area will also include learning of some facts, for instance capital cities of the world, as well as learning about the peoples of the polar region and the Titanic disaster within the Arctic Circle.

Again, we will be focusing on a mixture of teacher, self and peer assessment, as a means to moving pupils forward.

### PSHE

During the term, Y6 will also be finishing our focus on relationships/emotions/sex education, revisiting internet safety, 'sexting' and drugs awareness as it relates to health, which was started last half term. We will then complete our PSHE with the topic of Keeping safe and Managing Risk which includes the areas below:

- Keeping safe - out and about
  - Learning about feelings of being out and about in the local area with increasing independence
  - Learning about recognising and responding to peer pressure
  - Learning about the consequences of anti-social behaviour (including gangs and gang related behaviour)

### PE

This term we will begin with Cricket, Sprints and relays and follow on with Athletics and Clockwork Rounders in the second part of the term.

### Writing

In class writing activities, we will be studying persuasive writing (the sort of adverts that estate agents might write in order to persuade perspective clients to buy a house) and we will be learning how to use fronted subordinate clauses. Grammar will be covered mainly through games and looking at how to answer specific questions on tenses, clauses, modal verbs and relative pronouns. Advertisements will also be touched on, in connection with persuasive writing, slogans, target audience, getting information across succinctly and the use of colour and images.

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## Science

### Finishing off Classifying Organisms Inheritance

To recap ways of grouping organisms according to their characteristics.

ENQUIRY- pupils can display and present key findings. Can I create my own dichotomous key?

To explore ways of distinguishing between organisms that have similar characteristics.

To be able to classify plants according to their characteristics.

To find out about Carl Linnaeus and his classification system.

To explore what micro-organisms are and how they can be grouped.

ENQUIRY- set-up and organise own experiment at the end of each half term based around a key/testable question and using the formula below

To know what DNA is and how traits are passed on from one generation to another

To link to our evolution topic in RE

To know which traits they have inherited and understand the basic concepts involved.

### Enquiry:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- using simple models to describe scientific ideas
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support

**Please see below for a formula for writing up an experiment which could be used in the future – this is an area that needed some consolidation following last term's coursework.**

**When writing up an experiment, follow the bullet points below.**

1. Write the **testable question** at the top – it's the question you are going to try to find the answer to when you do your experiment!
2. Make a **prediction** (hypothesise) – what do you think will happen? Then say WHY you think this will happen.
3. Identify **all the possible variables** (things which can be changed).
4. Identify the **ONE variable you will change** (all others must be kept the same to make it a **fair test**).
5. Decide on an **appropriate approach** – what will you do to find out the answer to the testable question?

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6. Assemble the **equipment** you will need to carry out your experiment and **record the resources** you've used.
7. **Carry out your experiment and record data (information) on tables if required.**
8. **Record** the experiment in **words** using time connectives like:  
First, Next, Then, After that, Finally...
9. **Record observations** in **labelled diagrams**, which are **in a box** and have '**title**' underneath. Are there any patterns? Are there any anomalies (measurements or findings which don't agree with the rest of your findings/measurements)?
10. **Record data on a graph** – **choose your graph paper wisely and think about how you will label your axes.**
11. Write a **conclusion** – it's the answer to the testable questions and gives reasons why you got this result.
12. **Write an evaluation of your experiment.** Did it go to plan? What went wrong? How could you improve it?  
Did you get the results you expected?

## **Use vocabulary and phrases like:**

**Prediction, resources, hypothesise, variable, fair test, record, graph, bar chart, table, data, unexpected, expected, observations, anomalies, patterns, conclusion, evaluation, improve etc.**

### **ICT**

In ICT, we will be using various multimedia APPs Garage Band to create music by laying down tracks and building up a song. Hive Hackers will also be coming in to Y6 to support programming.

### **Art**

We will be modelling fantastic creatures based on the sculptures of the Inuit peoples and also creating surrealist landscapes after looking at linear and aerial perspective in art and how it can be used to draw architecture and create depth of field. Creating a surrealist landscape (collage) based around the works of Dali and Magritte.

### **Music**

This half term, the children will be learning to create music to accompany a short film, creating an extended melody with four distinct phrases. They will also be thinking about ways that songwriters convey meaning through lyrics, the music and the performance. Next half term, the focus will be on Indian music, creating a rhythmic piece for drums and percussion instruments.

### **French**

Children will be learning the numbers up to 100, using 'avoir' and 'etre' as well as revising conversations and practising their French through role plays.

### **RE**

In RE, we will be investigating the questions:  
How does faith help when times get hard?  
What kind of king was Jesus?

### **Reading – Summer Term 2024**

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In Y6, in the Summer Term, the pupils will have a spelling sheet to complete as homework (unless they finish it on Monday in class) which needs to be brought in on Thursday. Alternatively, on some weeks, we will be catering to the format of the SATs Spelling Paper and children will take home spellings in the layout they will see them on the day.

All spellings (on homework sheets) are based on the individual child's needs, as identified by a test or through marking their work; however, there is a statutory spelling list for each year group and your child will have two spellings each week from this with a spelling challenge week in the second half of the term where the children will be set ten spellings per night to learn from the Statutory Spelling List. We are aware that these spellings may not be suitable for everyone and if a child/parent feels that their child should aim for fewer than 10 correct, then an agreement can be reached – please ask your child to speak to me privately.

Explicit grammar lessons are also taught in this session, although most of this knowledge will be learnt through games.

This term, we will also be finishing off our work on structure and looking more specifically non fiction and how it is different in comparison to narrative writing. Playscripts will be read in class after Easter where, again, structure and expressive reading will be the focus. We will be using the subject specific vocabulary we've learnt to assess ourselves and others' work, analysing and annotating text, comparing authors/books/themes, different ways of approaching comprehension style questions, poetry critique and creating our own school magazine, using the skills learnt over the years. We will also be rehearsing for our end of year panto!

Pupils will recap literary features and the structure and critique of poetry.

## Curriculum Areas

### **Word reading:**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in The English Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

### **Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- Participate in discussions about books that are read to them and those they can read
- for themselves, building on their own and others' ideas and challenging views
- courteously
- Explain and discuss their Understanding of what they have read, including through
- formal presentations and debates, maintaining a focus on the topic and using notes
- where necessary.
- Provide reasoned justifications for their views.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- drawing inferences such as inferring characters' feelings, thoughts and motives

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- from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

## **Maintain positive attitudes to reading and understanding of what they read by:**

- identifying and discussing themes and conventions in and across a wide range of writing
- reading books that are structured in different ways and reading for a range of purposes

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

## **Maintain positive attitudes to reading and understanding of what they read by:**

- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- learning a wider range of poetry by heart
- identifying and discussing themes and conventions in and across a wide range of writing
- reading books that are structured in different ways and reading for a range of purposes
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Key Objective)

## **Understand what they read:**

- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (Key Objective)
- identify how language, structure and presentation contribute to meaning/**mood/atmosphere**

The children will continue to develop the reading skill of A.P.E:

Answer it - What is the answer to the question you have been given?

Prove it - Show how you know this is the answer with pictures, diagrams, calculations or in another way.

Explain it - Write some sentences to make it clear why you came to the answer.

## **When reading, be able to identify and use:-**

\*Endings which sound like /ʃəs/ spelt -cious or -tious

\*Endings which sound like /ʃəl/ (special, partial)

\*Words ending in -ant, -ance/-ancy, -ent, -ence/-ency

\*Words ending in -able and -ible

Words ending in -ably and -ibly

\*Adding suffixes beginning with vowel letters to words ending in -fer (referred, referring, referral)

\*Use of the hyphen

\*Words with the /i:/ sound spelt ei after c (deceive, ceiling, receive)

\*Words containing the letter-string ough

\*Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

e.g. doubt, island, lamb

- application of fluent reading across science and geog. as well as PSHE (non stat guidance)

- reflect on feedback regarding

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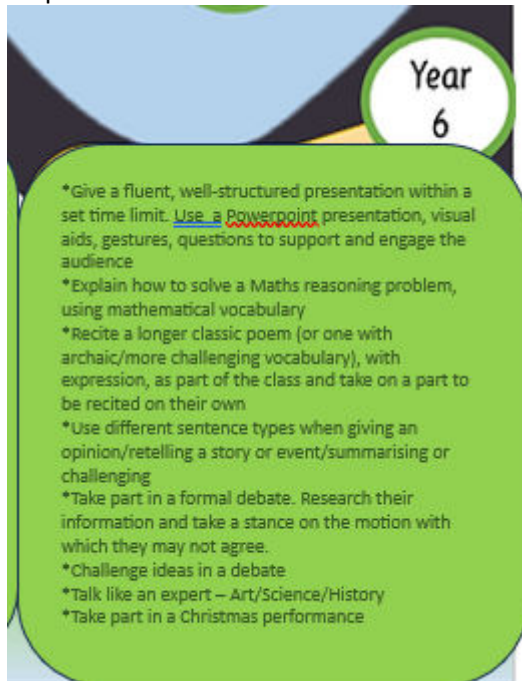
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the quality of their explanations and contributions to discussions

## Oracy

In this subject, we will be focusing on presentation talk/explorative talk when pupils will be researching a country (linked to our geography topic). Within this, they will be covering many of the areas on our Oracy Roadmap and the skills on our progress map.



**Year 6**

- \*Give a fluent, well-structured presentation within a set time limit. Use a Powerpoint presentation, visual aids, gestures, questions to support and engage the audience
- \*Explain how to solve a Maths reasoning problem, using mathematical vocabulary
- \*Recite a longer classic poem (or one with archaic/more challenging vocabulary), with expression, as part of the class and take on a part to be recited on their own
- \*Use different sentence types when giving an opinion/retelling a story or event/summarising or challenging
- \*Take part in a formal debate. Research their information and take a stance on the motion with which they may not agree.
- \*Challenge ideas in a debate
- \*Talk like an expert – Art/Science/History
- \*Take part in a Christmas performance

<p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively.</p> <p>Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.</p> <p>Can perform in an end of year show or play demonstrating awareness of the</p>	<p>♣ listen and respond appropriately to adults and their peers</p> <p>♣ ask relevant questions to extend their understanding and knowledge</p> <p>♣ articulate and justify answers, arguments and opinions</p> <p>♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>♣ maintain attention and participate actively in collaborative conversations,</p>
<p>audience, breaking the</p>	<p>staying on topic and initiating and responding to</p>

## Year 6 Maths Curriculum – Summer Term 2024

### Areas to be covered

- Measure with a protractor
- Draw lines and angles accurately
- Introduce angles

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- Angles on a straight line
  - Angles around a point
  - Calculate angles
  - Vertically opposite angles
  - Angles in a triangle
  - Angles in special quadrilaterals
  - Angles in regular polygons
  - Draw shapes accurately
  - Draw nets of 3-D shapes
- 
- Algebra – sequences, possibilities of two variables, expressing an equation, using simple formula
  - Ratio – solving problems with percentages and relative size, using scale factors
  - Statistics and the analysis of them – line graphs, interpreting and calculating the mean average

## Consolidation and Themed Projects

These projects have been produced with the aim of being completed in the Summer term of Year 6 following SATs and our Schemes of Learning.

The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This gives you the opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school. An overview of the curriculum content areas explored in each project can be found in the individual project overview documents.

The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life.

As well as this we have looked to provide cross curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge.

They also provide a great opportunity to explore and develop enterprise.

The projects have been created so that they can be used flexibly depending completely on the needs of your students. At points throughout the project you may feel that your students require extra input on a specific topic before continuing with the project or attempting the activities. We would encourage using other resources, perhaps even revisiting small steps from our Schemes of Learning, before moving on if this is the case. As such there is no specific guidance for what to cover each lesson or how long the project will last

Pupils will also be working on fluency by recapping what has already been taught first thing in the mornings so it is important pupils are in school on time.

There are lots of ways you can support your children's Maths fluency at home this term, all on our Maths Fluency Policy p. 40-41 [Fluency Policy 2021 \(sch.je\)](#)

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## **Homework (Ongoing):**

Times tables 100 grid in five minutes to 12X12 (pupils have 6 target tables to work on each week a times tables square is done).

**Arithmetic papers:** We will be focusing on past SATs paper to ensure coverage of the whole curriculum.

Should you have any queries, please do not hesitate to come in and see me.

Many thanks for your continued support.

Carolyn McCartney.

Yours sincerely,  
Carolyn McCartney.

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