



St. Lawrence Primary School

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

Telephone: 01534 863172
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Y6 - AUTUMN TERM 2024

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

The focus is on what has been planned for topic work, but a very important programme of basic skills continues in Mathematics, English, Computing and Science.

There is nothing more important to a child than to know that their parents are really interested in their work - asking about it, going to the library to find appropriate books or helping with research on the internet, all help to encourage children to work hard.

If you can help in school in any way, please let me know.

Important communications should be sent to admin@stlawrence.sch.je as I will not be checking emails during class time.

Reading

See Reading newsletter

Maths

See Maths letter

Writing

Writing comes into most lessons and children will be set specific targets to move their work on.

In dedicated writing sessions this half term, we will be focusing on narrative (story) writing, using high level punctuation (including punctuating direct speech), connectives and conjunctions, complex sentences and openings and closings, as well as creating imagery and mood through the use of simile and metaphor. Year 6 will also be trying to consolidate the sentence types used last year and will be learning new ones. In the second half of the term, we will be reading and writing descriptive and reflective poetry and again, focusing on the use of powerful imagery, as well as extending metaphors. Grammar will also be taught explicitly in these lessons based on the class's and individual's needs. **Spellings** will initially focus on homophones (too, two, to/their, there, they're etc) and then, once assessed, pupils will be set spellings according to their needs. This discrete lesson is taught on a Monday in Reading Group time. The Spelling Homework will be given out on Monday and is due in on the Thursday.

Coursework (History) -

The topic which Y6 is studying/researching is WWII. We will be looking at it from a child's perspective and will be watching excerpts from the series 'How We Used to Live' (as well as eyewitness accounts) and Carrie's War. The coursework is intended to revise skills which the children have learnt over their school career and to aid a good approach to homework in general. Although the topic has an historical context, the skills outlined on the coursework sheet are hopefully transferable and can be used throughout their secondary level education as well.

The 'pure' history skills such as examining evidence, identifying key events and people, chronology and tackling sensitive subjects such as cause and effect, the Holocaust and propaganda, will be taught/discussed/debated in class. When the coursework for this term goes home, I would be grateful if you would discuss with your child whether they will be doing one, two or three pieces of coursework per week. I would like to think that this approach, where children are more in charge of their own learning, allows good study skills to develop, whilst weekly checks, combined with oral feedback, ensures coverage of the relevant skills and information. Please remember that this is your child's homework and not yours! They are responsible for having it completed by the deadline and finding out how to do it (from me!) if they are unsure. If there is a problem with children having their homework in on a Friday, then a short note from a parent lets me know that you are aware that the work has not been done and playtimes will not be used for 'catch-up'.

Each child in the class will receive the same coursework at the beginning of the term and it is their responsibility to see me **before Friday (when homework is due in and checked by the teacher)** if they have difficulty with any aspect of it. I am more than happy to support them and should anyone find the tasks too onerous, then I would be obliged if could let me know and we will reassess the situation together. I am available most lunchtimes and children can stay in



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with a friend should they wish to do their homework during this time. *However, it is not a good idea to leave homework until Thursday lunchtime, as I may not be able to be in class on particular days!*

Please indicate on the coursework sheet your child has received, how many pieces of coursework you would like them to do each week and sign it before next Friday.

We will be going on a trip to the War Tunnels as part of our WWII topic. The date will be confirmed soon.

Science

Our first Science topic of the term is 'light'.

Learning Objective Overview

To review understanding of light and shadow and to explore how light travels.

To investigate how we see things through light entering the eyes.

To explore how light can be reflected and change direction.

To investigate reflections from a variety of surfaces.

To be able to plan and carry out an experiment to investigate how shadows behave.

To explore the differences between shadows and reflections and consolidate knowledge of how we see things.

To carry out and record practicals/experiments.

Geography

Year 6 will be learning the skills of:

- using an atlas, locating areas in the UK which were significant during WWII and relating to a world map
- drawing/labelling maps of the UK and locating major cities and rivers
- learning where countries are located on a world map, beginning with Europe and then extending to the rest of the world.

ICT/Computing – Programming

To begin with, we will be revisiting formatting a page in Word so that these skills can be used across the curriculum.

Also, the pupils will:-

Understand what a program is.

Use selection in a set of instructions (making decisions).

Combine selection and iteration in a set of instructions.

Use variables and procedures in a program.

Use inputs and outputs in a program.

Be able to use online services.

Be able to edit and export media; audio, still and moving images.

Pupils will also be using Word to create documents/import images etc. and using the internet (as well as hard copy) for research purposes

NB: to log on to Office 365 at home, pupils need to open Office 365



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Log in with their email address: e.g. a.pupil19@stlawrence.sch.je and their normal password.

PE (Monday and Tuesday)

Year 6 will begin the year with:

Handball

Skills: passing, dribbling, defensive play, attacking play, tactics (screening) and taking part in a game

Barn Dance (and then creative dance)

Skills: moving in time to music (put foot down on the beat), time signatures (4/4 time), basic steps – travelling/turning, advance/return, dozy doe, promenade, gallop

French

This term we'll explore the subject of the weather in greater detail and vocabulary associated with travel. After half term, we'll begin learning a poem for the French Eisteddfod which will be held in the Spring term. All children are offered the opportunity to perform if they wish - deadline for entry isn't till after Christmas but please encourage your child to consider entering - it's a fantastic way of learning new skills and growing in confidence.

Music

Music this year is on a **Thursday**- please ensure that your child has their recorder in their bag on that day. If a new recorder is required, these can be purchased from Ms Sangster for £7 each. Please encourage your child to practice at home - all the recorder Karate Belt music can be found here [Recorder Music - St Lawrence Primary School](#) We'll continue to develop our music skills through the song Hey, Mr Millar (Glen Millar) and then move to look briefly at connections between artists, politics and music.

Art and Design Technology

In Art, Y6 will be studying portraiture and creating a 'Picassoesque' self-portrait and mask based on his interest in African masks. The art movement we will be studying is Cubism.

The second part of the term will be devoted to DT and pupils will be designing a frame for their 'Picassoesque' artwork.

RE

There is a new syllabus for RE this year, across the island. This is a much more philosophical approach to RE and centres on what it means for people to live their lives as someone of the Hindu faith, as a Humanist or a Christian etc. There will also be thematic units where children compare religions and world views and seek to establish what they and others believe.



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Each class will be studying two units per term, planned around a key question. The two units for this term for Y6 will be:-

What does it mean for Christians to believe that God is holy and loving? {God}

Why do Christians believe Jesus was the Messiah? {Incarnation}

PSHE

<u>Term 1</u>	<u>Term 2</u>
<p>Identity, society and equality: Human rights Pupils learn:</p> <ul style="list-style-type: none"> • about people who have moved to Britan from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness <p>Who I am Makes a Difference R1 Debate on war linked to RWInc L6, L8, L14 Esafety starters H14, H12 R2,3, 4,15, 17 (as approp. over the year)</p> <p>Revisit Safety Sam (assembly – H23, H21) Cycling Prof. linked to PE H21 Target setting for formative, summative, self and peers (ongoing throughout year)H5</p>	<p>Mental health: healthy minds Pupils learn:</p> <ol style="list-style-type: none"> 1.what mental health is 2.know what can affect mental health and about stigma that surrounds it (including using appropriate language) 3.what people can do to support their mental health and where people can get help <p>Discrimination/stereotypes/Holocaust likened to WWII R16 What is propaganda – linked to history L17 Blue eyes/brown eyes experiment R13, R14</p> <p>Esafety starters H14, H12 R2,3, 4,15, 17 (as approp. over the year)</p> <p>C - * are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</p> <p>LWW - 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community</p>

House Points

House points will be awarded for the children demonstrating the ‘core values’ of the school. They are: Success, Independence and Responsibility. It would be helpful if you can chat to them about what they can do to earn some house points. If you feel your child has been exceptional in any of these areas, please feel free to email me; we would love to celebrate it in school too. In Year 6, pupils receive raffle tickets for good behaviour, kindness, hard work, empathy, supporting others and meeting targets.



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Star of the Week

Star of the week will be awarded on a Friday. Please celebrate this at home. It is a fantastic achievement! They will come home with a certificate for display at some point during the week.

Homework

- Spellings' Sheet - Given on Mondays (not the first two weeks of the Autumn Term) and to be handed in on **Thursday**
- Coursework – to be handed in on Friday
- Times Tables' Targets – 6 per week
- Mental Maths practice papers – practise one or two per week at home
- Reading – all pupils will have a book, chosen by themselves to read in class and at home
- A poem to learn each term – In Flanders Fields and words/dances for the school production in December
- Please check your child's Target Booklet each week for personal targets in times tables.

Your child will also be given a class timetable (included in this email).

Please do not hesitate to contact me should any problems arise.

Kind regards,
Carolyn McCartney.



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Timetable Autumn 2024



PPA and Management time – VW Thursday -10:00 – 12:00 and 1:00 – 2pm

- Please keep recorders in bag every day
- Spelling homework due in on a **Thursday BEFORE BREAK!**
- Coursework homework due in on **Fridays - Term 1**
- Revise tables' targets each **week**
- Work on one or two Mental Maths questions each week

Class Timetable	8:30-8:45	8:45-9:45	9:45-10:00	10:00-11:00	11:00-12:00	12-1:00	1:00-2:00	2:00-3:00	
Monday	Register and Maths/Grammar Fluency 15 mins.	Maths (Including Tables)		Spelling, punctuation, grammar, sentence structure	Writing (SPAG)	Lunch	Reading	RE	
Tuesday		Maths		Reading	Writing		PE Field	PSHE	
Wednesday		Maths		Reading	Writing		HISTORY	PE Hall	
Thursday		Maths		Science (VW)			1-1:30 Asses m bly	French (VW)	Music (VW)
Friday		Maths Mental Maths		IT	ART/DT		HISTORY Coursework Check		2:30-3pm Geography

NB – Y6 Exhibition of work for parents – Wednesday 18th December 2pm to 3pm – all family members invited.

Year 6 Maths Group

Below are the areas that I hope to cover this term in Maths. Any work that you may want to do at home on place value and the four functions (addition, subtraction, multiplication and division) would be most helpful, as we will be embedding these concepts in the first half term.



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Y6 Curriculum - Learning Intentions

Place Value

- Step 1 Numbers to 1,000,000
- Step 2 Numbers to 10,000,000
- Step 3 Read and write numbers to 10,000,000
- Step 4 Powers of 10
- Step 5 Number line to 10,000,000
- Step 6 Compare and order any integers
- Step 7 Round any integer
- Step 8 Negative numbers

The Four Functions – addition, subtraction, multiplication and division

- Step 1 Add and subtract integers
- Step 2 Common factors
- Step 3 Common multiples
- Step 4 Rules of divisibility
- Step 5 Primes to 100
- Step 6 Square and cube numbers
- Step 7 Multiply up to a 4-digit number by a 2-digit number
- Step 8 Solve problems with multiplication
- Step 9 Short division
- Step 10 Division using factors
- Step 11 Introduction to long division
- Step 12 Long division with remainders
- Step 13 Solve problems with division
- Step 14 Solve multi-step problems
- Step 15 Order of operations
- Step 16 Mental calculations and estimation
- Step 17 Reason from known facts

Fractions

- Step 1 Equivalent fractions and simplifying
- Step 2 Equivalent fractions on a number line
- Step 3 Compare and order (denominator)



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- Step 4 Compare and order (numerator)
- Step 5 Add and subtract simple fractions
- Step 6 Add and subtract any two fractions
- Step 7 Add mixed numbers
- Step 8 Subtract mixed numbers
- Step 9 Multi-step problems

Fractions (B)

- Step 1 Multiply fractions by integers
- Step 2 Multiply fractions by fractions
- Step 3 Divide a fraction by an integer
- Step 4 Divide any fraction by an integer
- Step 5 Mixed questions with fractions
- Step 6 Fraction of an amount
- Step 7 Fraction of an amount – find the whole

Measurement

- Step 1 Metric measures
- Step 2 Convert metric measures
- Step 3 Calculate with metric measures
- Step 4 Miles and kilometres
- Step 5 Imperial measures

Reading – Y6

Our approach to Reading/Literacy will be similar to last year.

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Assessments in Reading are done on a half termly basis in Y6 (5 times per year to include SATs, in May).

In this year group, the pupils will be given a spelling/grammar/sentence structure/etymology sheet on **a Monday** to complete as homework. This needs to be brought in on **Thursday**. All spellings are based on the individual child's needs, as identified by a test or through the marking of their work; however, there is a statutory spelling list for each year group and your child will have two spellings per week from this, with a spelling challenge week at the end of the year! Explicit grammar, etymology and sentence structure lessons are also taught in this session. For the first two weeks of the Autumn Term, pupils will concentrate on homophones and Red Words.

Our novel for the start of the year will be War Horse by Michael Morpurgo and we will be studying different genre through this e.g., poetry, letter writing, debates, balanced arguments etc. Each term, the class will also learn a poem by heart and will recite it in assembly (we will begin with 'In Flanders' Fields'). Y6 will also be doing close analysis of excerpts from War Horse in order to promote the understanding of inference and this will be taught through APE on their work – ANSWER, PROVE IT, EXPLAIN

Non Fiction will also be covered (by researching coursework for WWII – A Child's War) and children will have a choice of which areas they cover from the Coursework Criteria Sheet (see Unfinished Work Folders or Homework/Target Folder – whichever your child finds it easiest to keep it in!)

Your child may also have chosen a novel or nonfiction book related to WWII. Some of these novels have high level vocabulary and may not suit every child's reading ability; however, as we are focusing on vocabulary expansion and more complex sentence structure, it would be wonderful if you could find the time to read the book with them, or to them, as the language structure and exposure to second and third tier vocabulary will help with their general understanding of text.

Below is a list of the vocabulary that we will be focusing on, linked to this novel and the work that will come from it:

theme
symbolism
redemption
instinctive
intrigued
vengeful
hazardous
vehemently
emblazoned
tarnished
exhilaration
placid
obsidian
ominous
fetlocks
rousing
recesses
harrowing
obliterate
exuberance
foreboding
desolate



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It would be beneficial to talk through these words and phrases and encourage the use of them in everyday life – where appropriate!

Below are the statements from the Curriculum for Reading which we will be covering this half term.

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.

Understand what they read by:

- drawing inferences such as inferring characters' feelings, thoughts and motives 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

Should you have any queries, please do not hesitate to come in and see me. Many thanks for your continued support.

Carolyn McCartney.