



St. Lawrence Primary School

La Grande Route de St Laurent
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Y6 Summer Term (3) 2021

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; 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 but was not covered due to Covid restrictions. 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, internet safety, 'sexting' and drugs awareness, 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 Rounders and follow on with Athletics (sprinting, relay) 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.

Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.





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Science

EVOLUTION AND INHERITANCE

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

ENQUIRY- pupils can display and present key findings.

To identify how animals and plants are adapted to suit their environment in different ways.

ENQUIRY- pupils can use various ways as appropriate to record complex evidence.

To understand that adaptation of plants and animals to suit their environment may lead to evolution.

ENQUIRY- pupils can use various ways as appropriate to record complex evidence.

To find out about how the work of scientists has helped develop our understanding of the process of evolution.

ENQUIRY- pupils can use various ways as appropriate to record complex evidence.

To recognise that living things have changed over time and that a number of factors can affect a species' evolution.

To understand how humans have evolved over time, and how human behaviour can affect change in species over time

Pupils are taught to:

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

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reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments.

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?
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.

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ICT

In ICT, we will be using various multimedia APPs and programs like Garage Band with a view to creating multimedia presentations for our Leavers' Assembly and expressing our emotions/faith through art (linking to the RE Curriculum).

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.

RE

In RE, we will be covering the topic of What happens When we die, from the point of view of different religious/agnostic/atheistic perspectives. Children will be encouraged to form their own opinions and the end result will be a 'Living Eulogy' for a person of their choice.

Please feel free to make an appointment to come and see me at any time, if you have concerns regarding your child's school work.

Yours sincerely,
Carolyn McCartney.

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