



MANOR JUNIOR SCHOOL

Motivation, Joy, Success!

Year 6 Autumn Term Newsletter

Welcome to Year 6!

We hope that your child will be very happy and make good progress. This short booklet is aimed at providing you with information, answering a few questions about the coming year and explaining some of the areas your child will be learning in the coming weeks.

Obviously this year is an important one with end of Key Stage assessments including the SATs testing in May and preparation for secondary school. We hope we can all work together as a team in partnership for the benefit of your child so that he or she can achieve his/her best and enjoy school. If you or your child has any problems, do not hesitate to speak to your child's class teacher in the first instance.



**Miss
Fergusson
6FV
Room 17**



**Miss
Valizada
6FV
Room 17**



**Mr Islam
6I
Room 18**



**Mrs Alam
6A
Room 19**



**Ms
Maloney
6M
Room 20**

Support Staff:

Mrs Shaw, Miss Davis, Miss Alderman, Miss Uddin

Important events

- **Trip to support British Values:** Houses of Parliament tour on **14th September** and **12th October**.
- **Picnic:** We are inviting you to our community picnic which will be held on **Tuesday 25th September at 3.30pm**.
- **Parent consultation evening:** **Thursday 18th October**
- **Remembrance assemblies** led by Y6 **Monday 5th – Friday 9th November** - more details to follow.
- **Cinema trip:** to see 'Zoo' **Thursday 8th November**
- **Trip to support World War II:** Imperial War Museum London on **14th and 15th November**.
- **Trip to support Science:** Old Operating Theatre Museum on **29th and 30th January**
- **SATs testing** week beginning **13th May 2019**
- **Residential trip:** again we are hoping to be able to take as many of the year group as possible on a residential.

End of Key Stage 2 tests

The end of Key Stage 2 assessment has two parts: formal tests which take place in May and are externally marked; and teacher assessment which is ongoing and based on the child's work throughout the year.

With writing it is all assessed on the work produced through the year and *Talk Homework* is important in helping the children prepare. There will be opportunities for you to discuss these with the teachers and attend information meetings as the year progresses. We aim to prepare children for the assessments in a way that emphasises that doing our very best is very important.

Developing better approaches to learning and a Growth Mindset

SATs and the increased demands of the curriculum, physically growing with onset of hormones and the approaching move to secondary school are a challenge to children.

The Year 6 team see a very important part of their role as being able to prepare our children for these events not just academically but emotionally too. Therefore, we will be teaching the children about how our brain works, and what we can do to improve our learning.

Part of this will be by:

- 1) Developing our learning behaviours such as concentration, managing distractions, perseverance and resilience.
- 2) Helping children to understand how our mindset (approach, attitude and the way we think about work) and to cultivate a Growth Mindset. Research shows that this has positive impacts on peoples' performance, happiness and success.
- 3) What anxiety is, what causes it and how we can recognise what we are experiencing and taking action to both prevent and elevate it.

The curriculum

At Manor we anticipate the Curriculum will be a curriculum of excellence encompassing the aims, values and ethos of the school, and is delivered with a high regard of pursuing high standards and enjoyment. The Curriculum has been designed to encompass the 3 I's approach; an integrated, inspiring and independent thinking approach. We will be incorporated De Bono's Thinking Hats in all subjects to develop independent thinkers.

3 I's approach

As far as we are able we are linking our teaching topics which draw the different subjects together in order to make the connections and learning more cohesive. The topic theme will be 'Can going to battle ever have a positive impact?' This will include topics on 'World War II' and 'The Battle of Britain,' which is linked with Year 6 leading special school assemblies on Remembrance.

English

Reading

This year we are focusing a lot of our work through a class novel and /or author. We have started by looking at stories called '*Farther*' and '*The silver sward*' which links with our topic, 'Can going to battle ever have a positive impact?'

Much of our teaching of reading and comprehension skills will be linked with the study of these novels and related texts.

Reading at the end of key Stage 2 is far more than just reading the words – so we will not just be focusing on improving the children's ability to read the words but the following aspects:

- 1) Fluency, confidence and with increased understanding;
- 2) When reading aloud to engage their audience by adopting appropriate expression, tone etc.

- 3) Improving their ability to pass a personal opinion and validate this by referring to the text and where applicable quote parts of it to support their answer;
- 4) Develop further the skills of inference and deduction;
- 5) Improve the ability to compare and contrast texts. For all of these we will be developing the ability to explain, justify their viewpoint using both the text and their own experiences.

The children will bring home a variety of texts and books. Some of the tasks are reading sections in preparation for discussion and lessons. It is essential that children are reading regularly at home and we ask that you sign their reading record book to confirm that they are doing so. We have attached a list of books that have been recommended for Y6 children; together with other activities that the TES suggest could be done at home to enrich learning, we hope you find it useful. Should you want any further advice please do not hesitate to ask.

Writing

Writing will be closely linked with the class novel. We are continuing to focus on developing your child's *writer's voice* as opposed to a talking voice. Writer's voice is speaking in the style and with the choice of language they might use to communicate their ideas in writing.

To help achieve this we will have regular extended writing sessions which give pupils the chance to discuss and talk about the topic before starting to write. They are based on the premise that *'if you can't say it then you can't write it!'*

Consequently we will be doing a lot of learning through talking so children become more fluent at expressing their thoughts and ideas. The children will be given an opportunity to study a variety of types of writing this year.

The children will be encouraged to use adventurous vocabulary and to experiment with a variety of sentence structures and different openers. The chance to explore and expand their vocabulary is key to their success in writing and reading.

The spellings that we will learn will help support this so it would be great if you can ensure that they find out the meaning of any words they meet and do not fully understand the meaning. Attached is the list of spellings that the government expect Y6 to know. This term we will be particularly looking at the following genres: **recounts, diaries, stories and reports.**



Maths

This year, maths will be taught in class groups as well as differentiated groups. We will be learning and consolidating a range of topics. To start the year there will be a strong emphasis on arithmetic and number.

- ★ Children will consolidate their knowledge of number facts, place value including fractions and decimals.
- ★ Calculating mentally with numbers and decimals including revising mental strategies increasing the range of shortcut methods including recalling and using multiplication and division facts. ***It is essential that your child fully knows their tables so that they have rapid recall including when they are presented out of order. They also need to work to gain a comprehensive grasp of metric measures and converting from one to another, to increase their confidence*** eg 2.8kg to 2800g.
- ★ Data handling including interpreting and drawing constructing a variety of different charts and graphs such as frequency table, pie charts, bar and line graphs.
- ★ Using and applying their skills to solve practical problems.
- ★ Developing test techniques and ability to work under time pressures.



Science

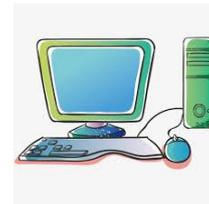
- ★ Studying electricity.
- ★ Investigating *Our Changing World* which involves interdependence and adaptation. This will link with our geography topic of the *Mountain environment* where we will be looking at aspects such as how human lives are influenced by the conditions and the effect of things like tourism.

3 I's Curriculum

Our topic theme for the first half term is Can going to battle ever have a positive impact?

This exciting topic will focus on World War 2 and The Battle of Britain. For this, we will be linking different subjects together in order to make the connections and learning more cohesive.

We will be learning to use PowerPoint to create more advanced multimedia presentations about World War II.



Children will be researching facts about WWII and Battle of Britain. They will learn about the different countries involved in the war.

For RE our topic is 'Big Questions'. PSHE is where we will be doing some of our Mindset work and is also around keeping safe which links with ICT and science.

PE: This term includes indoor and outdoor P.E. Children will learn gymnastics and team sports.



Music: Lessons include those on the notation of music as well as practical sessions.

French: We are continuing to build on what the children learnt last year and are looking to introduce writing simple sentences.

Design & Technology/Art :

This term the children will be looking at '**Shelters,**' particularly those used in WWII. They will focus on the suitability of different materials to match specific projects and how they can be joined effectively.



Homework tasks: Homework for **Maths** and **English** will be given out each Wednesday to be returned the following Monday.

Talk homework: When your child receives his/her first piece there will be attached a sheet that explains what this is and how you can support your child together with the first topic. Talk Homework involves no writing but lots of thinking and talking about a topic. It is important because *if you can't talk about a subject and have nothing to say then you won't be able to write about it!* Children are asked to discuss and talk about the topic as many times as possible. The role of the listener is to feedback e.g. what you liked, what you didn't understand where more information is required, if certain words were repeated too often. Also if there were any parts that they found unclear or unnecessary, encourage them to improve it, by using more advanced vocabulary.

Vocabulary and Spellings: Every Monday your child will bring home a list of words to learn their meanings and to practise spelling nightly, using the *look, say, cover, write, check* method. Attached is a copy of the national curriculum spellings for year 5 and 6 which could help your child to learn these. There will also be a short supporting task designed to help increase their vocabulary, learning the meanings and spellings.

Reading: We also hope that your child will read daily and record a comment in their reading/homework diary. Obviously if your child is a fluent reader there is not the same need to hear them read however, giving them an audience to read a section of the book helps them practise their expression. Also, it would be beneficial if you can talk to them about what they have read, what they think about and, most importantly, why they have come to that opinion.

Finally, a few reminders of our weekly routines:

- ★ We strongly encourage the children to wear school uniform including black shoes. We ask that you ensure all clothing and personal belongings are clearly labelled with the child's name.
- ★ It is vital that children bring a coat to school as it can become very chilly when outside.
- ★ Children need to have PE kit in school on the specified PE days (a combination of Mondays, Wednesdays and Fridays).
- ★ There is no need for large bags as cloakroom space is limited.
- ★ Children do not need to bring valuables to school so please ensure they stay at home.

Flipped Curriculum Homework

Each half term your child will come home with a booklet about the next half term's 3is curriculum focus. There are options for different types of homework to complete. This homework will ensure your child is prepared for the term ahead and gets the most out of their lessons. Dates are specified within the leaflet

What you can do at home to enrich your learning:

Suggestions from the TES:

1. See a play in a theatre
2. Attend a professional concert
3. Visit an art gallery
4. Visit a museum
5. Attend a sporting event in a big venue
6. Do a 'backstage' tour at a sporting venue or theatre
7. Paddle in the sea
8. Visit London
9. Visit the nearest big city
10. Visit a factory
11. Travel on a train
12. Visit a national park
13. Visit a farm and learn where our food comes from
14. Go on an outdoor residential
15. Climb a hill
16. Make a speech
17. Design a web page
18. Do something that benefits others
19. Learn from failure
20. Go bird watching



Books to read to help you enrich your literacy this year and to help you achieve highly in the end of Key Stage 2 tests:

Year 6

Skellig
Carrie's War
Once
Journey to the River Sea
Goodnight Mister Tom
A Monster Calls
Swallows and Amazons
The Hobbit
Private Peaceful
Harry Potter and the Philosopher's Stone and other
Harry Potter books
The Eye of the Wolf

Year 5

Artemis Fowl
Millions
The Witches
Flour Babies
The Lion, the Witch and the Wardrobe
The Borrowers
Holes
The Little Prince
Ballet Shoes
The Story of Tracy Beaker
The London Eye Mystery
Books by Anthony Horowitz
A Series of Unfortunate Events

National Curriculum Spelling list for Years 5 and 6

<p> accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass </p>	<p> environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical </p>	<p> prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht </p>
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