



Class 6S



Spring Term 1 2025

Welcome back to school for the start of the Spring Term; I hope everybody has had a brilliant Christmas break. Before we finished for the holidays, the children put together a wonderful carol performance; many boys and girls excitedly put themselves forward for lead roles (a great sign when thinking about end-of-school productions!) and spoke fantastically well! It feels as though the first term of the school year has gone by in the blink-of-an-eye yet it is really noticeable how all of 6S have grown in their maturity towards their learning and the quality of work they produce. This fantastic attitude should see all children approach this half-term bubbling with confidence. Make sure to have a look through our knowledge organiser to discover what makes up this next bumper-packed half-term. Thank-you for your continued support at home, such as ensuring children have opportunity to read one-to-one throughout the week, as it has such a positive impact on work in class. It is really important children arrive into class punctually at 8:45am. Not only will this develop good habits as their independence grows heading to high-school, but vitally, in Year 6, we use the first twenty minutes of the day to practise arithmetic skills which will greatly support children's accuracy and confidence approaching their end of Key Stage 2 assessments at the start of May. As always, if there is anything you need, please don't hesitate to get in touch. - Mr Shackleton

What are we learning about?

English	Maths
<p>English sessions will create pieces of fiction and non-fiction writing using a classic narrative - 'The Wizard Oz' - as inspiration.</p> <p>Grammar focuses:</p> <ul style="list-style-type: none">- Formal and informal vocabulary- Blending action, dialogue and description- Modal verbs and adverbs of possibility- Manipulating sentences for a desired effect	<p>Key objectives:</p> <ul style="list-style-type: none">- Compare, order and calculate using negative number- Determine missing information from linear sequences- Describe coordinate positions across four quadrants to reflect and translate two-dimensional shape- Order operations within a calculations- Work with prime numbers up to 144.- Multiply and divide fractions- Solve problems including fractions
Science	History
<p>Unit: Animals including humans - circulatory system</p> <p>Big Question: What is the circulatory system?</p> <p>Vocabulary: Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</p>	<p>Unit: The Maya</p> <p>Big Question: What happened to the Mayans?</p> <p>Vocabulary: abandon, city-state, Classic period, decline, drought, hieroglyphics, pyramid, slash and burn tropical rainforest, civilisation, Conquest, Maya civilisation, Maya lowlands, natural barrier, Yucatan Peninsula, canopy layer emergent layer ,forest layer</p>

Computing	Design Technology
<p>Unit: Programming - sensing movement</p> <p>Big Question: What is the purpose of MakeCode?</p> <p>Vocabulary: Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code</p>	<p>Unit: Textiles - phone case</p> <p>Big Question: What makes a phenomenal phone case?</p> <p>Vocabulary: computer aided design (CAD), computer aided manufacture (CAM), text, graphics, scale, modify, innovative, prototype, seam, seam allowance, wadding, reinforce, hem, plate, pattern pieces, names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, functionality, authentic, user, purpose, evaluate, mock-up, prototype</p>
PSHE	Physical Education
<p>Unit: Living in the wider world</p> <p>Big Question: How can the media influence people?</p> <p>Vocabulary: forms of media, online, well-being, sharing content, digital images, distribution of images, mixed messages, influence, manipulated, invented, viral</p>	<p>Units: Dance (A) and Orienteering, Team work and problem solving (B)</p> <p>Vocabulary: (A) rhythm, movement, posture, transfer, spiral, explosion, grace, delicate, synchronised (B) map, compass, direction, coordinate, traverse, marker, dibber, time limit.</p>
MFL (KS2 only)	Religious Education
<p>Unit: The Weekend</p> <p>Big Question: How could you describe your weekend to a French pen pal?</p> <p>Vocabulary: le week-end, Il est midi, Quelle heure est-il ?, Il est minuit, et quart, Je me lève, et demie, Je prends, mon petit déjeuner, moins le quart, Je regarde la télé, Il est une heure, Je lis des bandes dessinées, Il est deux heures, J'écoute de la musique, Il est trois heures, Je joue à l'ordinateur,</p>	<p>Unit: Islam</p> <p>Big Question: What is Hajj and why is it important to Muslims?</p> <p>Vocabulary: Ummah, Hajj, pilgrimage, Mecca</p>
Music	Homework
<p>Unit: Jazz</p> <p>Big Question: Is hardbop a style of music?</p> <p>Vocabulary: pulse, rhythm, tempo, dynamics, crescendo, texture, articulation, legato, stave</p>	<p>A piece of written homework - alternating between a maths and English activity - will be <u>set every Friday to be handed in by the following Thursday.</u> Homework will always be linked to work being completed in class. Additionally, children should read to an adult at least three times each week and complete a minimum of 30 minutes TTRS practise - ideally in small daily sessions - over the week.</p>

Don't forget to check out the school's website for lots more information about our school and your child's learning. <https://www.briercliffprimary.co.uk/>

