



# Class 6B



Spring Term 1 2025

I hope that everyone had a restful break over the Christmas and are ready to jump straight back into learning. The Autumn term seemed to go quickly with all the pupils showing increasing levels of maturity towards their work. They have embraced the challenges of Year 6 with commendable dedication, demonstrating high expectations in everything they produce. Please have a look through the knowledge organiser to discover what is in store for the weeks ahead. I would like to again emphasize the importance of continuing to complete the weekly homework. As comprehension skills are vital in Year 6, I encourage each child to read at least three times a week with an adult. Engaging in discussions about the text, making predictions about upcoming events, inferring characters' thoughts and motives, and deciphering unfamiliar vocabulary are all essential components of this practice. Regular practice of multiplication tables at home will help improve their speed and accuracy in calculations. 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, please get in contact with me if you have any questions.

## 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><b>Grammar focuses:</b></p> <ul style="list-style-type: none"><li>- Formal and informal vocabulary</li><li>- Blending action, dialogue and description</li><li>- Modal verbs and adverbs of possibility</li><li>- Manipulating sentences for a desired effect</li></ul>	<p>Key objectives:</p> <ul style="list-style-type: none"><li>- Compare, order and calculate using negative number</li><li>- Determine missing information from linear sequences</li><li>- Describe coordinate positions across four quadrants to reflect and translate two-dimensional shape</li><li>- Order operations within a calculations</li><li>- Work with prime numbers up to 144.</li><li>- Multiply and divide fractions</li><li>- Solve problems including fractions</li></ul>
Science	History
<p><b>Unit:</b> Animals including humans - circulatory system</p> <p><b>Big Question:</b> What is the circulatory system?</p> <p><b>Vocabulary:</b> Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</p>	<p><b>Unit:</b> The Maya</p> <p><b>Big Question:</b> What happened to the Mayans?</p> <p><b>Vocabulary:</b> 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>

<p style="text-align: center;"><b>Computing</b></p> <p><b>Unit:</b> Programming - sensing movement</p> <p><b>Big Question:</b> What is the purpose of MakeCode?</p> <p><b>Vocabulary:</b> 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 style="text-align: center;"><b>Design Technology</b></p> <p><b>Unit:</b> Textiles - phone case</p> <p><b>Big Question:</b> What makes a phenomenal phone case?</p> <p><b>Vocabulary:</b> 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>
<p style="text-align: center;"><b>PSHE</b></p> <p><b>Unit:</b> Living in the wider world</p> <p><b>Big Question:</b> How can the media influence people?</p> <p><b>Vocabulary:</b> forms of media, online, well-being, sharing content, digital images, distribution of images, mixed messages, influence, manipulated, invented, viral</p>	<p style="text-align: center;"><b>Physical Education</b></p> <p><b>Units:</b> Dance (A) and Orienteering, Team work and problem solving (B)</p> <p><b>Vocabulary:</b> (A) rhythm, movement, posture, transfer, spiral, explosion, grace, delicate, synchronised (B) map, compass, direction, coordinate, traverse, marker, dibber, time limit.</p>
<p style="text-align: center;"><b>MFL (KS2 only)</b></p> <p><b>Unit:</b> The Weekend</p> <p><b>Big Question:</b> How could you describe your weekend to a French pen pal?</p> <p><b>Vocabulary:</b> 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 style="text-align: center;"><b>Religious Education</b></p> <p><b>Unit:</b> Islam</p> <p><b>Big Question:</b> What is Hajj and why is it important to Muslims?</p> <p><b>Vocabulary:</b> Ummah, Hajj, pilgrimage, Mecca</p>
<p style="text-align: center;"><b>Music</b></p> <p><b>Unit:</b> Jazz</p> <p><b>Big Question:</b> Is hardbop a style of music?</p> <p><b>Vocabulary:</b> pulse, rhythm, tempo, dynamics, crescendo, texture, articulation, legato, stave</p>	<p style="text-align: center;"><b>Homework</b></p> <p>A piece of written homework - alternating between a maths and English activity - will be <b><u>set every Friday to be handed in by the following Thursday.</u></b> 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.briercliffeprimary.co.uk/>**

