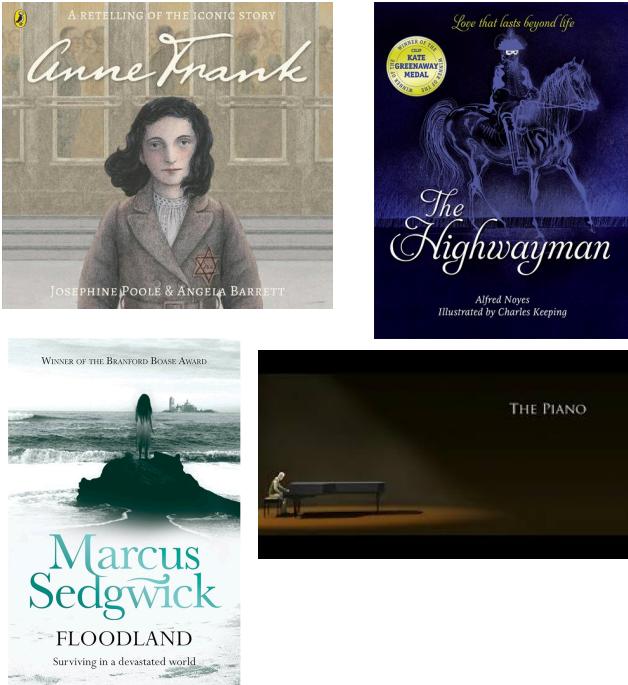




Term: Spring	Year: 6
<u>Year 6 : Our Key Adults</u>	
Class teacher: Ms Benazayez Support staff: Ms Oria & Ms Sedriye Other important adults: Ms Mackenzie (Headteacher), Ms Mather (Deputy head), Mr Gorner- Patel (Assistant Head and SENDco), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).	
Homework return and reading book change day- Thursday	
Texts we will read in English lessons	Mathematics
 <p><i>Anne Frank</i> A RETELLING OF THE ICONIC STORY JOSEPHINE POOLE & ANGELA BARRETT Winner of the Brantford Boase Award</p> <p><i>The Highwayman</i> Love that lasts beyond life Alfred Noyes Illustrated by Charles Keeping</p> <p><i>Floodland</i> Marcus Sedgwick Surviving in a devastated world</p>	<ul style="list-style-type: none"> Order and compare numbers Compose and decompose numbers by value Round integers and decimals to the nearest 10, 100 and 1,000 To use ratio charts for short division To find and equivalent fractions To add, subtract and simplify fractions with a common denominator To add, subtract and simplify fractions with different denominators. To order fractions <p>For more information on the Maths curriculum we use at Holy Trinity, please click here:</p> <p>NCETM Year 6 Curriculum Map</p>
Reading	<p>Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read.</p> <p>From year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas,</p>
<p>Retrieval</p> <p>At the beginning of the story... At the end of the story... The author has used the word/phrase... The book belongs to the "genre" ... The word/phrase is important because...</p> <p>Inference</p> <p>The word " tells us that... because... The phrase " tells us that... because... The story is set in... because... I think this means... This suggests that... because... This is important because... The character is... because... The mood is " because..."</p> <p>Prediction</p> <p>I predict that " because... I believe the character will " because... I think the story will be... because... I think this is because... I imagine the character will " because... I have thought that the character's will " because..."</p> <p>Vocabulary</p> <p>The word " suggests that... The word " means... because... The author has used the word/phrase " to... I think the word " means... because..."</p> <p>Summarising</p> <p>The paragraph " is about... The paragraph " is set in... In chapter " the character... The theme " is because... The theme " is this is because... The book works well because... In " words the character is... In " words the mood is..."</p> <p>Making links</p> <p>This reminds me of " because... The character " reminds me of... This is similar to " because... This makes me think of... The plot is similar to " because... I can relate to " because... The theme is similar to " because..."</p>	

	words, and styles of writing they absorb, which strengthens their imagination and expression.
Science	Religious Education
<u>What light does?- pupils will be taught to:</u> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Understand that objects are seen because they give out or reflect light into the eye. • I can explain why shadows have the same shape as the objects that cast them. <u>Human circulation - pupils will be taught to:</u> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans 	At Holy Trinity, we follow the RE Curriculum designed by the LDBS. More information about the LDBS curriculum can be found here:  <p>https://l dbs.co.uk/primary-re-syllabus#qsc.tab=0</p> <p>This term we will answer the following questions:</p> <ul style="list-style-type: none"> • What does it mean to be a Buddhist? • How does the Christian festival of Easter offer hope?
History	
<u>WWII</u>	<ul style="list-style-type: none"> • How the events of WWI influenced the start of WWII • The impact of WWII on everyday life • Why children were evacuated and what life was like as an evacuee • The purpose of propaganda and how it was used • How Nazism affected Jewish people and Jewish families. • The impact of WWII on our world today.
Art and Design Technology	Personal, Social, Health and Citizenship Education
<u>Art - WW2 Henry Moore Sculpture</u> <ul style="list-style-type: none"> • To explore tone, texture and form in artwork • To explore and learn about the work of Henry Moore • To sketch a series of outcomes inspired by Henry Moore • To apply my knowledge of sculpture to develop ideas into a finished piece. <p>Focus designers:</p>	PSHCE is taught using the Jigsaw scheme of work. <p><u>PSHCE Dreams & goals</u></p> <ul style="list-style-type: none"> • Aspirations • How to achieve goals and understanding the emotions that go with this



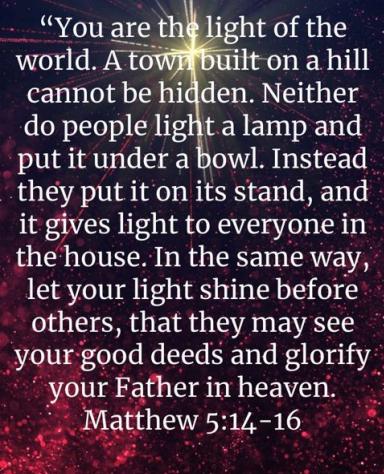
- Henry Moore

DT- WW2 Anderson shelters

- Research different types of shelter and evaluate their designs.
- Develop the skills of choosing materials and equipment which are suitable for the construction
- Learn about the joining of different components how to strengthen and reinforce 3D structures
- Build our own shelter, using a range of tools and equipment safely and connect materials using different joining techniques to make joints strong and stable.
- Evaluate our shelters by testing them out during an 'air raid'.

PSHCE Healthy Me

- Being healthy and making healthy choices
- Keeping safe



Physical Education

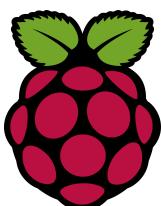
PE Day- Monday Please wear your PE kit to school every Monday

- PE NFL Rugby
- PE Rounders

Wider Curriculum

British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.

- Music and singing are taught by our specialist music teacher.
- Computing is taught via iPads, or through hands-on practical resources using the scheme Raspberry Pi.



Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.

- Visit Dalston Library and re-read some of the texts shown above. Consolidating texts is really helpful for your child to make connections with, and deepen understanding of, the stories they read.
- Use BBC Bitesize to help you with your KS2 SATs revision-
<https://www.bbc.co.uk/bitesize/articles/zrybvk7>
- The CGP books are great revision guides that can be used to consolidate learning in reading, maths and grammar.
- Children should be going to bed at a reasonable time everyday
- Year 6 pupils are expected to read for at least 20 min each night, this is in addition to the 10min of Times Tables Rockstars.

Important dates this for your diary:

- Wednesday 21st January- Holy Moly Family Service
- Friday 23rd January- PTA- Pie Day
- Thursday 5th February, 9.15am- Candlemass Service at Holy Trinity Church- parents welcome
- Friday 6th February- Family Friday
- Friday 13th February- Break up for half term
- Monday 23rd February- pupils return to school
- Wednesday 25th February- Holy Moly Family Service
- Thursday 5th March- World Book Day
- Friday 6th March- Family Friday
- Thursday 26th March, 9.15am- Easter Service at Holy Trinity Church- parents welcome
- Thursday 26th March- 3.45- 5.00pm- PTA- Easter Bake Off/ Easter Fair
- Friday 27th March- Break up for Easter holidays
- Monday 13th April- Pupils return to school