

Dear Parents and Carers,

It is the beginning of a new half term! The previous half term was a wonderful one filled with fantastic achievements and impressive learning whilst Year 6 have settled into their roles as role-models of the school and I am sure this will continue this half term.

I am profoundly looking forward to witness the wonderful achievements the children will make over the coming weeks and know that the rest of the year, for our fantastic children is going to be an incredibly positive one. Below lists a summary of all the exciting learning that Year 6 will take part in during the next seven weeks. If you require any further support or have any concerns regarding your child, please do come to see me.

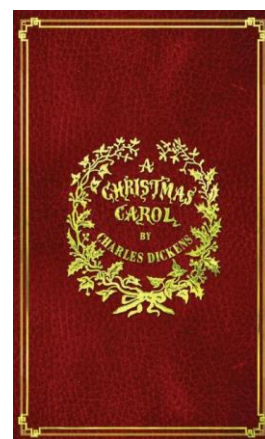
Thank you again for your continued support.



Best wishes,

Mr Spencer

Class text

This term the children will be exploring "A Christmas Carol" by Charles Dickens. This is a narrative that is both imaginative and profound in its treatment of Victorian Society as well as its description of our antagonist-turned Protagonist. In A Christmas Carol, the weather is so cold and foggy that the water freezes in the pipes and the young boys slide down roads of snow and frozen ice. The weather reflects the hostile environment in which many of those less fortunate than our main character have to exist within. The grumpy, selfish, melancholy old man called Scrooge, who believes homeless people should go to prison or into the workhouse, is our main character, whom hates Christmas and is not generous to anyone. The juxtaposition between the hostility of our main character and those characters who are likely to suffer during the cold, harsh Victorian Christmas is highlighted further when Scrooge is visited by three soul searching ghosts. Will they change his life forever? The imaginative, yet archaic language of this text, as well as the vivid and stark portrayal of the Victorian class system in festive London serves as a topical discussion piece about fairness, equity for all and the validity of love, kindness and inclusivity for all, especially at Christmas time. This text will serve as the stimulus for a variety of extended writing pieces from a range of genres.



<p>RE</p>	<p><b><u>Celebrating the Life of St Mary and the Saints</u></b>          In this unit we explore some of the Church's beliefs about the Blessed Virgin Mary and the feasts that are celebrated in her honour. The children will consider why her role in the life of Christ was so important.          Children will also learn about Mary and the saints being united with Christ in heaven. They will explore devotions and prayers in honour of the Blessed Virgin Mary and the saints.  <b><u>Advent</u></b>          In this unit, the children will be given opportunities to develop their knowledge and understanding of the two parts of the Season of Advent. A time to prepare for Christ to come again and a time to prepare to celebrate his birth at Christmas. Through some Parables of Jesus and some of the prayers and hymns of the Church they will explore these themes.</p>	
<p>English</p>	<p>In English, the children will be considering a range of language techniques in order to write formally, persuasively and creatively within formal letters, non-chronological reports and creative narrative-style excerpts, emulating the style of our author for this half term. Many of the sessions delivered this term will be posited directly within the context of "A Christmas Carol" where the children will write persuasively, for or against, the conditions of the Victorian sociological, class-based system whilst also giving children the opportunity to emulate the dialectical style of Charles Dickens by deploying a range of sophisticated language features in order to construct their own interpretive narrative piece, based upon the final "Stave" of Dicken's tale.  <i>Ongoing (and essential) teaching and learning throughout this and every term will include:</i>  <i>*Grammar *Handwriting *Spellings *Reading and comprehension skills</i></p>	
<p>Maths</p> 	<p>The Maths curriculum at St Mary's will continue to be delivered through "Power Maths" as an innovative, progressive and exciting instrument to develop children's mathematical ability, promoting both a contextualising and an equitability within mathematical learning.  <b><u>Four Operations</u></b></p> <ul style="list-style-type: none"> <li>- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>- perform mental calculations, including with mixed operations and large numbers</li> <li>- identify common factors, common multiples and prime numbers</li> <li>- use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>- solve problems involving addition, subtraction, multiplication and division</li> </ul> <p><b><u>Fractions</u></b></p>	

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]
- divide proper fractions by whole numbers [for example,  $1/3 \div 2 = 1/6$ ].
- use written division methods in cases where the answer has up to two decimal places

### Measure

- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- convert between miles and kilometres

**Please continue to practise times tables. TT Rock stars logins have been reissued to children this year. If any children are still unsure as to their logins, please see Mr Spencer.**

Science





### Living things and their Habitats


#### Year 6

Children will consolidate and deepen knowledge acquired and applied in "Living things and their Habitats" over this half term. We will set up different scientific enquiries and investigations in order to explore the following objectives:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics (for example vertebrates and invertebrates).



<p><b>Geography</b></p>	<p><b><u>Trade</u></b>          In exploring the logistics and ethical implications of Trade, Year 6 will consider the interconnections between different areas in the world, comparing developing and developed worlds. Year 6 will investigate how space is used in developing worlds and how this is helping to connect areas for trade. Finally, in looking at ports as a means of transporting goods, children can evaluate fairness of business and treatment of developing countries.</p>	
<p><b>DT</b></p>	<p>Alongside the Geography topic of 'Trade', in DT Year 6 will explore a deeper understanding of what 'Fairtrade' pragmatically means, including its logistically, financial, environmental and humanitarian composition. They will apply what they have learnt to source Fairtrade ingredients to design their very own 'Come dine with me' Fairtrade meal. Finally, the children will consider the nutritional element of the meal and they will judge on appearances and taste and go onto to create a data sheet of the outcomes. The children will have access to "Forest School" this half term which will support the Geography and History Curriculums of the upcoming half terms.</p>	
<p><b>Computing</b></p>	<p><b><u>Scratch: Animating Stories</u></b>          The unit is designed to help children in continuing to develop their skills in writing their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate characters and scenes, gradually building to create a short animated story.</p>	
<p><b>French</b></p>	<p><b>French football champions</b></p> <ul style="list-style-type: none"> <li>• Learn and explore vocabulary about football (techniques)</li> <li>• Read and de-code French football player profiles</li> <li>• Use words and phrases to say which place or country a French footballer comes from</li> <li>• Compete in a French vocabulary tournament (linked to football)</li> <li>• Use knowledge of football related vocabulary to create a football player profile</li> </ul>	
<p><b>PE</b></p>	<p>P.E. will take place with Mr Spencer on a Monday. Please make sure that P.E. kit in in school each day from Monday to Friday so that additional P.E. sessions may be delivered to support the main sessions delivered on a Monday.</p>	

<p><b>Music</b></p>	<p>Music will continue to be taught by the marvellous Mrs Amison. Year 6 will move forward in their journey through the 20<sup>th</sup> Century to the era of Jazz and Swing, singing songs, improvising using scat sounds and listening to artists from the "Great American Songbook" such as Ella Fitzgerald, Benny Goodman and Louis Prima. Finally, Year 6 will investigate the instrumental makeup of a big band and analyse a Glenn Miller arrangement.</p>	
<p><b>PSHE</b></p>	<p>In Year 6 we will be exploring our own class charter, encompassing the British values of democracy and individual liberty so that the values and virtues of the half-term can be firmly rooted within both Catholic Social Teaching and classroom qualities.</p> <p>Throughout the year, we will be continuing to follow the Ten:Ten 'Life to the Full' programme for RSHE. Please log into the parent portal to access Information about the programme your children will be following, access to resources and suggestions for further activities at home.</p> <p><a href="http://www.tentenresources.co.uk/parent-portal/">www.tentenresources.co.uk/parent-portal/</a></p> <p>You will need the following login credentials for our school:</p> <p>Username: <b>st-mary-st6</b></p> <p>Password: <b>vision24-st6</b></p>	
<p><b>Key events for the half term</b></p>	<ul style="list-style-type: none"> <li>• Year 6 Class Celebration Assembly. Friday 7<sup>th</sup> November 9:15am</li> <li>• Sunday 30<sup>th</sup> November Year 6 Mass of Commitment</li> <li>• Wednesday 17<sup>th</sup> December, Year 6 led Whole School Mass</li> <li>• KS2 Carol Concert Friday 19<sup>th</sup> December</li> </ul>	
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>• Daily Maths and Literacy set each day</li> <li>• Two pieces of homework (Maths or English as well as one foundation subject) will be handed out on a Thursday and should be completed and handed in on the following Monday. *This may be completed on Teams or within weekly homework books.</li> <li>• Spellings and Times tables are tested on a Friday. Times table tests will be integral this half term as we prepare for the KS2 SATs.</li> </ul>	