

Woodthorpe Primary School

Executive Headteacher: James McGann

Head of School: Charlotte Grason-Taylor

Chair of Governors: Sheriden Hutchinson-Jones

Our school is a happy, exciting and caring community in which each child thrives.

Year group:	Year 6	Term:	Summer 1
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Our term ahead:

As our SATs are fast approaching (13th-16th May), over the next few weeks, we will be focusing on securing the knowledge and understanding needed in order for the children to fulfil their potential. Alongside our usual lessons, we are using games and quizzes to make learning as fun as possible. In PE, we will be focusing on athletics, where we will explore sprinting, long jumping and different throwing strategies. Our PSHE topic is relationships where the lessons range from mental health and grief to online safety. We will sensitively discuss mental health, the importance of identifying challenges and how to support those who are struggling. We will explore the phases of grief and loss, emphasising that it is normal to have a mixture of feelings during a grieving process. Additionally, in History, we will be learning about the Mayans: who they were, where they settled, what they believed and the theories around their decline. In art, we will make sculptures based on memories that we have made before creating our very own leavers' song in music. During our science topic of 'Circulation and Health', we will be identifying factors that affect our health; exploring blood, heart and the circulatory system; and investigating the relationship between exercise and heart rate.

If you ever have any queries or would like to speak to us about your child's learning, we are available at the end of the day. Please catch us on the door or email the office to arrange a phone call - we are happy to help!

Many thanks for your continued support, *Mrs Everson and Miss Arnett*

Things to do at home:

Reading: Every child will take part in their class reading challenge. We would therefore like to encourage families to continue to spend time reading at home. Children need to read 25 times within a half term and will be rewarded with a prize as a result of this. Now the children are in year 6, if they read independently at home, this can still be put in their reading record.

Not only is reading a great opportunity to spend quality time together, it profoundly expands children's vocabulary; it teaches them about the world around them and it takes them to extraordinary places outside of their own experiences.

Spelling Shed & TT Rockstars: Spelling Shed is a great way for the children to practise their spellings in preparation for our weekly spelling test on a Friday and TT Rockstars helps boost confidence around times tables- a skill which we use almost every day!

Since SATs are fast approaching, we regularly get asked how you can support your child further. Here are a few websites that you and your child can access at home:

Mathsbot.com - arithmetic papers that mark the questions for you.

Google: **Top Marks grammar** - SPaG focused games.

www.satspapers.org.uk - here, you will find all the past SATs papers along with the mark scheme.

Other information:

This half term, in PE, our focus will be athletics. As well as this, we will continue to focus on our fitness sessions each week. For **Eagles**, PE will be on a **Wednesday and Friday** afternoon, and for **Hawks**, it will be on **Thursday and Friday**. Please ensure your child has appropriate PE kit on these days.

Weekly spellings will be set on a Friday, alongside either a maths or reading piece of homework - these are due in the following Thursday. Spelling tests will be based on their spelling homework and the children thoroughly enjoy seeing their progress and celebrating successes.

To aid our year 6 children as much as possible in the lead up to SATs, the after school SATs booster club will continue **every Tuesday**, 3:30 pm -4:15 pm. Children will have the opportunity to work in small groups in areas where they need some extra support. Juice and a biscuit will also be provided. If you would like your child to attend the club, please speak to a member of the year 6 team or the office.

Finally, **Tuesday 2nd May** is **Polling Day**. The school **will be open** for Year 6 children - a letter will be sent out shortly to explain the timetable for the day.

Knowledge mats

To help support learning and the retention of key knowledge, we embed knowledge mats for each new unit of learning. Children are familiar with these within school and they are displayed in classrooms. The knowledge mats are used as a teaching tool to help children remember key facts, vocabulary and other important information. To help support your child at home, we will send out the knowledge mats for the forthcoming half term. The knowledge mats for the first part of the summer term can be found below - if you have any questions, please do not hesitate to speak to your child's class teacher, or Mrs Grason-Taylor (Head of School).



Year 6 PSHE Knowledge Mat: Relationships

Relationships : Prior Knowledge

- ✓ Know that a personality is made up of many different characteristics, qualities and attributes.
- ✓ Know that belonging to an online community can have positive and negative consequences.
- ✓ Know that there are rights and responsibilities in an online community or social network.
- ✓ Know that there are rights and responsibilities when playing a game online.
- ✓ Know that too much screen time isn't healthy.
- ✓ Know how to stay safe when using technology to communicate with friends.



Relationships : Key Knowledge

- I know that it is important to take care of their own mental health.
- I know ways that they can take care of their own mental health.
- I know the stages of grief and that there are different types of loss that cause people to grieve.
- I know that sometimes people can try to gain power or control them.
- I know some of the dangers of being 'online'.
- I know how to use technology safely and positively to communicate with their friends and family.

Relationships : Key Vocabulary

Mental health	Mental health refers to our emotional, psychological, and social well-being.
Grief	Grief is the response to loss, particularly to the loss of someone or some living thing that has died, to which a bond or affection was formed.
Coping strategies	Coping strategies are the behaviours, thoughts, and emotions that you use to adjust to the changes that occur in your life.
Bereavement	The experience of losing someone important to us.
Control	The power to influence or direct people's behaviour or the course of events.
Power	The ability or capacity to do something or act in a particular way.
Judgement	An opinion formed after carefully studying all of the information.
Cyber-bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

British Values

- Democracy**
Can resist pressure to do something online that might hurt myself or others.
- Rule of law**
Can take responsibility for my own safety and well-being.
- Tolerance of different faiths & beliefs**
Use technology positively and safely to communicate with my friends and family.
- Mutual respect**
Can recognise when people are trying to gain power or control.
- Individual liberty**
Can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.



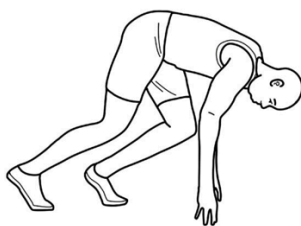
Sport

Knowledge Organiser: Year 6 Athletics



Prior Learning: Sustain pace over short and longer distances. Ran as part of a relay team. Performed range of jumps and throws.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, hurdles.



Unit Focus: Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

Key Vocabulary/Skills

Power in the sprint start.	Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, STEP.
Run up for ling jump.	
Recording date for throws.	
Work collaboratively to judge others.	
Shuttle relays.	

Head: Accurately and confidently judge across a range of athletics activities.

Hand: Choose appropriate run up distance for athletic jumps.

Heart: Use appropriate language to deliver a taught activity to their peers.

Key Questions:

1. How can we improve data recording?
2. What is the STEP principle?
3. What are the differences in the types of throws?

Rules:

- Measuring jump from the take off board.
- Starting position for a race.
- Timing a race.



Art

Year 6 - Sculpture and 3D



abstract	When something doesn't necessarily look like it does in real-life.
assemblage	A 3-dimensional collage of collected or made items.
composition	Putting different elements together in a pleasing way.
literal	When something is represented exactly as it is.
manipulate	To change how a material looks by handling or using tools.
memory	Something remembered from the past.
relief	In art, refers to artwork that projects from a solid base.
sculpture	Three dimensional art made by carving, modelling, casting or constructing.

Artists

Joseph Cornell

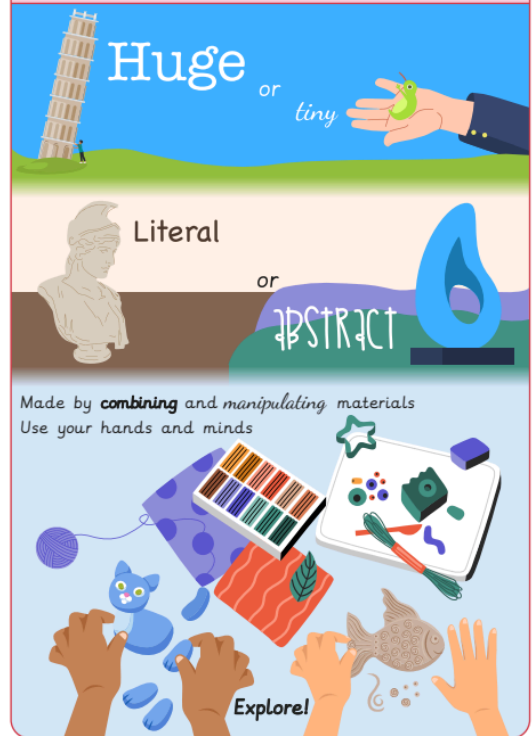
Cornell made 3D art from found objects with personal meaning assembled in a box. He was one of the first artists to create 'Assemblage' art.



Assemblage in the style of Cornell.

- Louise Nevelson
- Joseph Cornell
- Judith Scott
- Yinka Shonibare
- Nicola Anthony
- Louise Bourgeois
- Romare Bearden

Sculpture and 3D art can be...



History

How did the Maya civilisation compare to the Anglo-Saxons?



How did the Maya settle in the rainforest?

The Maya faced many challenges settling in the rainforest including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adept hunters and developing crops that could grow successfully in the conditions, such as cocoa and maize.



Maya houses

The Maya lived in houses called Nah. Initially, they were wooden, rectangular structures covered with wattle and daub with a thatched roof made of palm leaves. The Maya partitioned their houses into separate sleeping, eating and living areas and had an area outside to keep animals. Significant people like kings lived in palaces built out of limestone.



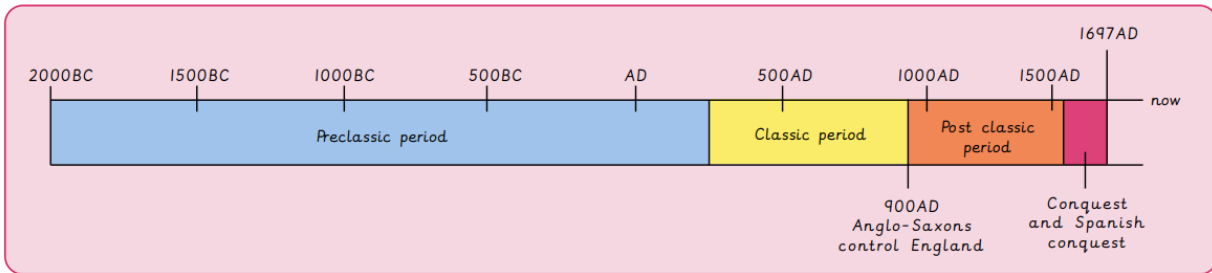
Maya cities

Maya cities such as Tikal thrived in the Classic period. The cities had a grand plaza (main street) on which the most important buildings were found (such as temples, observatory towers, ball courts and palaces). Ordinary people lived in houses on the outskirts of the city and the cities themselves were connected by roads. Historians have learned more about these cities from recent archaeological discoveries in the rainforest (e.g. hieroglyphics were discovered in the buildings).



How did the Maya civilisation compare to the Anglo-Saxons?

abandon	To leave something and not return.
city-state	A large, independent city running the surrounding area.
Classic period	A period of time in the Maya civilisation from AD 250 to 900.
creation story	A story which explains how the world was made, from a particular point of view.
decline	When something becomes less important, prominent or reduces in quality.
deforestation	When forests in a large area are cut down.
drought	A prolonged period of no rain, leading to water shortages.
hieroglyphics	Maya symbols which represented words or letters.
pyramid	Pyramid-shaped buildings which functioned as temples.
slash and burn	Cutting and burning down trees and plants to clear land.
tropical rainforest	Dense forest that grows in hot, wet areas between the Tropics.



Computing

Year 6 Computing knowledge mat: Big data 2

Subject Specific Vocabulary

Big data	Massive deposits of information that continue to be collected through the internet, used by data analysts to investigate, analyse and determine ways to improve businesses.
Bluetooth	Device to device connectivity, for example sharing images between two smart phones.
Corrupt data	When data becomes unstable, unusable, unreadable from either transfer or storage.
Digital revolution	An era beginning in the 1980s, when technology began to develop from using analogue to digital technologies. It is sometimes known as the Third Industrial Revolution.
GPS	Global Positioning System, designed to monitor satellite data to determine your position on Earth, for example in a car sat nav system.
Infrared waves	The red section of the electromagnetic spectrum, which is invisible to the eye but can transmit small amounts of data.
Internet of Things (IoT)	A network of smart devices around a building that collect, monitor and distribute data to work harmoniously together.
QR code	Quick Response code. It is presented in a similar way to a bar code and when scanned, it can take you to a specific website or provide information.
RFID	Radio Frequency Identification is a device that uses radio signals to check where something or someone is.
SIM	Subscriber Identity Module. A SIM card includes a chip that stores a unique IMSI (International mobile subscriber identity) to enable you to register your mobile phone number.
Computer simulation	Computer generated imitation of something such as a program test or product prototype.
Smart school/ city	A school or city, which uses IoT technology to monitor and react to events, so that they can operate in a more interactive way, in real time.

Prior Learning

Year 5:

- I know what numbers using binary code look like and I can identify how messages can be sent in this format.
- I understand that RAM is Random Access Memory and acts as the computer's working memory.
- I know what simple operations can be used to calculate bit patterns.

Year 6:

- I know that the data contained within barcodes and QR codes can be used by computers.
- I know that infrared waves are a way of transmitting data.
- I know that data is often encrypted so that even if it is stolen it is not useful to the thief.

Key Knowledge

I know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'.

I know that devices that are not updated are most vulnerable to hackers.

I know the difference between mobile data and WiFi.

There are various methods of wireless data transfer. Examples of these are:



Music

Year 6: Leavers song

Musical style: Pop music



Exploring pop songs about new beginnings. Pop music is short for 'popular music' and this style of music generally has a simple, memorable melody.

Vocabulary

Lyrics The words of a song.

Tempo The speed of the music.

- Presto** - To perform at a very fast tempo.
- Allegro** - To perform at a quick, lively tempo.
- Largo** - To perform slowly.
- Accelerando** - To perform with a gradual increase in speed.
- Ritardando** - To perform with a gradual decrease in speed.

Arrangement Adapting a piece of music that already exists. Usually so that it can be played by different instruments.

Chords Two or more notes that are played at the same time and work in harmony.

Chord progression A group of chords played in a particular order.

Melody The combination of pitch and rhythm which forms a tune.

Dynamics The volume of the music.

- Crescendo** - Gradually increasing volume.
- Diminuendo** - Gradually reducing volume.
- Forte** - To play loudly or strongly.
- Piano** - To play quietly or gently.

Verse - chorus structure A structure common in pop music, with two repeating sections: the verse and the chorus. The verse usually has different lyrics on each repetition.

Rhyming pattern The arrangement of the rhyming lines in a poem or song.

Backing track A pre-recorded musical accompaniment.

Rhyming patterns

AABB - Lines 1 and 2 rhyme and lines 3 and 4 rhyme.

ABAB - Lines 1 and 3 rhyme and lines 2 and 4 rhyme.

ABBA - Lines 1 and 4 rhyme and lines 2 and 3 rhyme.

ABCB - Lines 2 and 4 rhyme and lines 1 and 3 rhyme.

RE

R&W - Why is there suffering? (Part 2)

Chardi Kala	Having eternal optimism, resilience and maintaining a positive outlook.	Hukam	The Sikh belief of God's plan or Divine order reflecting the idea that everything happens according to God's will.
Four Noble Truths	Core teachings in Buddhism that explain suffering in life.	kami	Shinto spirits, gods, deities or ancestors.
Guru Gobind Singh	The tenth Sikh Guru, known for founding the Khalsa and being a great warrior and poet.	Kisa Gotami	A woman who lived at the time of Buddha and became a disciple.
Guru Arjan	A Sikh leader who became the first Sikh martyr and was father to Guru Hargobind.	Naam	A Sikh word meaning God's name.
		sukha	Happiness and fulfilment.

Kisa Gotami is a woman who lived at the same time as the Buddha. She experienced the death of her young son and sought help. The Buddha helped her to realise suffering is an unavoidable part of life.



Many Sikhs believe in **Hukam**, which represents the divine order, or God's plan. Some believe everyone is born with a certain number of breaths from God. This can help Sikhs accept suffering.

Chardi Kala is a virtue the Sikh Gurus showed in difficult times. It can translate to having eternal optimism, resilience and maintaining a positive outlook

Many Buddhists follow the Buddha's teaching of the Four Noble Truths:

- ▶ **dukkha**: life involves suffering.
- ▶ **tanha**: suffering is caused by cravings and attachments.
- ▶ **nirodha**: there is a way to end suffering.
- ▶ **magga**: the path to end suffering is through the Eightfold Path.



Followers of the Shinto worldview generally believe in **kami** which can be translated into English as gods, spirits and even ancestors. Kami can be called upon in shrines or homes to help people in times of difficulty.



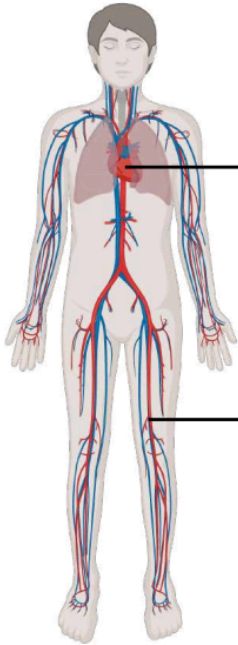
Credit: Art Directors & TRIP / Alamy Stock Photo

Sikhs may explain suffering as a result of past karma, to help a person learn and grow or to remember God.



Science - Circulation and health

The **circulatory system** is the group of organs that work together to transport substances around the body.



The **heart** is a muscular pump that pushes blood around the body.

Blood flows in **blood vessels** to every part of the body.

Humans have a **double circulatory system**:

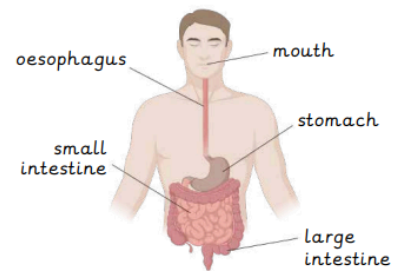
One loop of blood vessels transports blood from the heart to the lungs to pick up oxygen and drop off carbon dioxide.

Another loop of blood vessels transports blood around the body to deliver useful substances and pick up waste products.



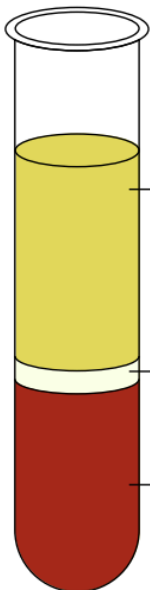
The **heart** is split into two sides - one side pumps blood to the lungs and the other side pumps blood to the body. The heart muscle is under involuntary control to contract and relax so we cannot choose to move it.

Nutrients are absorbed from the small intestine into the bloodstream to be transported around the body whereas **water** is absorbed from the large intestine into the blood.



Science - Circulation and health

Blood is a mixture of lots of different things. It **transports** useful substances to where they are needed and carries waste products away to be removed from the body.



The liquid part of blood contains water and transports nutrients, carbon dioxide and other substances.

Some parts of blood help fight disease and others help stop us bleeding.

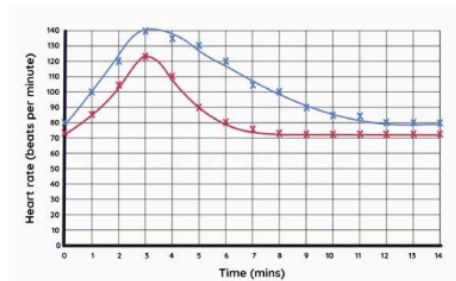
The red-coloured part of blood transports oxygen.

The **resting heart rate** is the number of times the heart beats in one minute when relaxed, sitting or lying down.



Count for 60 seconds or 30 seconds x 2.

When we exercise, our **heart rate** increases (goes up). This happens to speed up the transport of substances like oxygen and sugar to the working muscles so they have more **energy**.



Someone who is fitter will have a lower resting heart rate and their heart rate after exercise will return to the resting rate quicker.

