



## Year 6 Curriculum Letter

Dear Parents and Carers,

Welcome back - we hope that you have all had an enjoyable Christmas and well-deserved break. As we are sure you will appreciate, this term will be very busy, with our main emphasis being on revision and preparation for the SATs! Therefore it would be extremely helpful to both us and your child if you could offer as much support as possible with homework, reading, tables practice and any other activities your child is required to complete. There will be a meeting just before Easter for yourselves to outline the arrangements for SATs Week and we will keep you informed as to where and when this will be. In case you don't have the dates for the test in your diaries, they will take place **13<sup>th</sup> – 16<sup>th</sup> May 2019**. This letter also outlines the topics that the children will be covering throughout the Spring Term although we may have to block some of the learning in the Summer Term after the SATs.

This term our topic is **EXPELLIARMUS**.

### PE Kits

P.E. activities may be indoors or outdoors, depending on the weather, so children need an indoor kit (black shorts and a plain white T-shirt) and an outdoor kit (jogging bottoms and a sweatshirt/tracksuit) as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings).

P.E. days have returned to **Wednesdays** and **Thursdays**.

### Homework

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be a piece of English OR Maths homework set every Friday and collected by the teacher the following Wednesday. In addition, this term, the children will also receive an optional practice SATs paper every week. This will be given to them on a Friday and they will have until the following Friday to have a go at as many of the questions as they can. This will help them with their revision programme and help them identify their strengths and aspects of the curriculum that they need to revisit before undertaking the actual



tests. We will mark the test with the children on a Friday so that they can reflect on their achievements.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to me.

Yours sincerely

Mr Adams

Deputy Head Teacher/Year 6 Class Teacher



## ESSENTIALS OVERVIEW

THEME: Expelliarmus!

SPRING TERM

<p><b>CURRICULUM DRIVERS:</b></p> <p><b>DIVERSITY:</b> Equality  <b>DREAMS:</b> Visit Harry Potter World  <b>SPIRITUAL &amp; MORAL:</b> Friendship</p>	<p><b>LAUNCH DAY:</b></p> <p><b>THE SORTING HAT!</b>          Take the children to Platform 9 ¾ where their magical journey begins! Arrive at ‘Shob-Warts’, settle in and sing <i>The Sorting Hat Song</i> to sort the children into ‘houses’. Design own emblems. Compete in a ‘Quidditch’ style house match (e.g. dodgeball)!</p>	<p><b>SHOWCASE/CELEBRATION:</b></p> <p><b>BUTTERBEER BONANZA!</b>          Invite parents to come and visit the ‘Shob-Warts’ gallery to view our amazing self-portraits, magical potions and magical toys.</p>	<p><b>ENGLISH LINKS:</b>          Mystery Stories (David Guetta – Titanium)          Explanation Texts (Life-Cycles)          Harry Potter Novels          Letters/Diaries  <b>MATHEMATICS LINKS:</b>          Money, Decimals, Measurement (Mass),          Coordinates, Position &amp; Direction</p>
ESSENTIAL LEARNING OBJECTIVES		ACTIVITIES	
<p><b>SCIENCE:</b>          To work scientifically.          To understand evolution and inheritance (Y6).          To understand plants (Y6).          To understand movement, forces and magnets (Y5).          To understand animals and humans (Y5).</p>		<p>Herbology – Explore classification keys and see if these could be used to sort a variety of magical plants (Y6).</p> <p>Transfiguration - After exploring life cycles of plants and animals, ask the children to create a life-cycle for a fantastic beast (Y5).</p> <p>Investigate magnets in order to help the children design their own wands and accompanying spells (Y5).</p> <p>Care of Magical Creatures – After learning how animals have adapted to their environments and evolved over time, explore a number of ‘fantastic beasts’ and how they have adapted to their habitats (Y6).</p> <p>Alchemy – Using a variety of ‘magical’ ingredients, create a potion and conduct an investigation to observe and record the effects (Y5/Y6).</p>	
<p><b>ART &amp; DESIGN:</b>          To develop ideas.          To master techniques (collage/drawing/digital media/sculpture).          To take inspiration from the greats (classic and modern).</p>		<p>Using self-portraits by a variety of famous artists (e.g. Andy Warhol, Arcimboldo, Picasso), experiment with a variety of different media to create own Hogwarts Gallery.</p> <p>Create a ‘moving’ self-portrait using digital media, create a collage self-portrait from magazines and newspapers and create own busts out of clay.</p>	
<p><b>COMPUTING:</b>          To connect.          To code (sound).          To communicate.          To collect.</p>		<p>Create own text adventure based on the Harry Potter novels!</p> <p>Create a concept map to help explain the rules of Quidditch to a Muggle!</p> <p>Defence Against the Dark Arts – Safer Internet Day</p>	

UPPER KEY STAGE 2 (YEAR 5/6)

<p><b>DESIGN &amp; TECHNOLOGY:</b> To master practical skills (mechanics). To design, make, evaluate and improve.</p>	<p>Design a magical toy for Harry Potter to keep him amused when he returns to 'the cupboard under the stairs'! Explore a variety of cams and mechanisms to assist with design.</p>
<p><b>GEOGRAPHY:</b> To investigate places. To communicate geographically.</p>	<p>The Marauder's Map! Create own version of the Marauder's Map after carrying out a local field study of the school and its' surrounding area. Explore the eight compass points, grid references, symbols, keys to create a map of the location, identifying patterns (e.g. land use, climate zones, population densities, height of land).</p>
<p><b>HISTORY:</b> To investigate and interpret the past. To build an overview of world history. To understand chronology. To communicate historically.</p>	<p>History of Shob-Warts! Explore the history of the school and Burton-on-Trent. Write letters, asking local residents to visit and answer questions about the history of the area. Organise a visit to the town to explore historical landmarks in more detail before constructing an entry for the Shob-Warts Archive!</p>
<p><b>MUSIC:</b> To describe music. To compose. To perform. To transcribe.</p>	<p>Score It! Create a composition for the opening credits of a Harry Potter film. Use a range of tuned and untuned instruments to create a score!</p>
<p><b>RELIGIOUS EDUCATION:</b> To understand values.</p>	<p>Divination – Carry out a theological debate. Is there a God?</p>