



Grange Primary School
Suffolk Road, Plaistow
London, E13 0HE
Tel: 020 7476 5146
Fax: 020 73451849
info@grange.newham.sch.uk

Mrs Dellis Smith
Headteacher
B.Ed. (Hons), NPQH

Dear Parents,

Year 6 Curriculum Newsletter Autumn 1

Welcome to a new term at Grange Primary School. This newsletter is to provide you with information about what your child will be doing in class during the coming term. We have lots of exciting learning ready for your children this term!

Our Class Reader for this term is Journey to the River Sea by Eva Ibbotson. This half term we are reading books by Ethnic authors

English	Maths
<u>Journey to the River Sea & Choral & Performance Poetry</u> <u>by Benjamin Zephaniah</u> Composition will include: <ul style="list-style-type: none"> • Informal letters • Non-chronological report • Persuasive Writing • Reading poetry & reciting poetry • Write, recite & perform poetry • Biography of an inspirational person • Narrative <u>Reading goals</u> <ul style="list-style-type: none"> • Discuss understanding and explore meaning of words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Participate in discussions about books, building on their own and others' ideas and challenging views <u>Grammar focus:</u> <p>Relative clause, modal verbs commas for clarity ,figurative language – metaphors and personification, expanded noun phrases ,parenthesis – brackets/dashes and commas for clarity</p>	<u>Place Value:</u> To <ul style="list-style-type: none"> • Create, construct and record numbers to 10 000 000 • Write numbers to 10 000 000 in numerals and words • Recognise the value of digits in numbers to 10 000 000 • Compare numbers to 10 000 000 • Round numbers to 10 000 000 to the nearest million, hundred thousand and ten thousand <u>Negative Numbers:</u> To <ul style="list-style-type: none"> • Add and subtract negative numbers using a number line • Create number stories using negative numbers <u>Four Operations with Whole Numbers:</u> <ul style="list-style-type: none"> • Use the order of operations to solve expressions • Multiply numbers by multiples of 10 • Multiply 2- and 3-digit numbers without regrouping or renaming
Science	PSHE
<u>Classification Connoisseurs</u> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics <p>Work scientifically to :</p>	<u>Being me in my world</u> <ul style="list-style-type: none"> • To identify some of my hopes and fears for this year. • To understand my rights and responsibilities for being a member of my class and school. • To listen to other people and contribute my own ideas about rewards and consequences. <p>To recognise the choices I make and understand the consequences.</p>

<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, recognising and controlling variables and making predictions. 	
RE	Computing
<p><u>Big Question:</u> <i>How important are the similarities and differences between and within religions and worldviews?</i></p> <p><u>Theme:</u> How do people express their faith through the arts in Christianity?</p> <p>In this unit children will be taught to:</p> <ul style="list-style-type: none"> Write about different art forms used in Christianity to express beliefs about God, Explain how this is similar or different to another religion. Comment on the symbolic importance of colours and music, with specific examples. Associating these to specific Christian events and beliefs 	<p><u>Internet Safety and adventure games</u></p> <ul style="list-style-type: none"> This unit will enable the children to: Understand why it is important to stay safe on the internet. Learn some of the syntax of a text-based programming language. Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list. Plan a text-based adventure with multiple ‘rooms’ and user interaction. Thoroughly debug the program.
Topic	Art/DT
<p><u>Investigating Coasts</u></p> <p>In this unit children will:</p> <ul style="list-style-type: none"> Find out what coasts are and how they are formed. Find out about the physical features of coasts and the processes of erosion that affect them. Explore different strategies of coastal management Identify different types of beaches. Use maps and secondary sources to research and describe coastal areas. Learn how changes in land use will affect people and the environment in different ways. 	<p><u>Coastal Art</u></p> <p>Children will be given the opportunity and experience to:</p> <ul style="list-style-type: none"> Become familiar with Coastlines in Art and how to create them using different materials. Observe experiment, analyse and record how, line, colour, pattern, shape and form can be created and used in different ways in different cultures. Develop an awareness of Art and be able to give opinions and feelings. <p>Record observations/ideas, organise a range of visual evidence and information using a sketchbook</p> <ul style="list-style-type: none"> Be able to review their own and others work and say what they could improve.
Important Information	
<p>Spanish – Your child is learning Spanish in weekly Spanish lessons (every Tuesday).</p> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> Homework - is given out on Tuesday and due in the following Monday. Children are expected to learn their weekly spellings in preparation for a test every Friday. Please support your child in finding a time to read daily at home. Each week your child will bring home a book that they have borrowed from the school library. Please ensure that they complete their reading journal (the green booklet) on a daily basis. PE Days - PE Thursday and Friday. Your child will need to bring in a full PE kit that is labelled, in a drawstring bag. Educational visits: Further information to follow 	

Should you wish to discuss any matter regarding your child's learning, please do not hesitate to get in touch

Thank You
Mrs. Farrell