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Dear Parents,

Year 6 Curriculum Newsletter
Autumn 2

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your children this term!

Our core literacy text is **The Arrival**.

Book summary: *The Arrival* is a migrant story told as a series of wordless images. A man leaves his wife and child in an impoverished town, seeking better prospects in an unknown country on the other side of a vast ocean. He eventually finds himself in a strange new city of foreign customs. With nothing more than a suitcase and a handful of currency, the immigrant must find a place to live, food to eat and some kind of gainful employment.

English	Maths
<p><u>The Arrival text</u> Composition will include:</p> <ul style="list-style-type: none"> • A farewell letter from the father to his daughter – to inform and reassure • Journal entries – A series of journal entries documenting a journey to a new place, and exploring a character’s feelings • A narrative - An extended narrative based on a character in the book –to entertain. • A letter from the father to his family - A letter of guidance/instruction from the father to his family – to inform and advise <p>•<u>Reading goals</u> 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</p> <p><u>Grammar focus:</u> • use conjunctions, adverbs and prepositions to express time and cause • use modal verbs or adverbs to indicate degrees of possibility • use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis • use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p><u>Fractions:</u></p> <ul style="list-style-type: none"> • To use common factors to simplify fractions and use common multiples to express fractions in the same denomination. • To compare and order fractions • To add and subtract fractions with different denominators and mixed numbers • To multiply simple pairs of proper fractions, writing the answer in the simplest form. • To divide proper fractions by whole numbers. <p><u>Decimals and Percentages</u></p> <ul style="list-style-type: none"> • To recognise the percent symbol and understand that percent relates to ‘number parts per hundred’. • To be able to write percentages as a fraction with denominator hundred, and as a decimal. • To be able to solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25. • To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p><u>Four Operations with Whole Numbers:</u></p> <ul style="list-style-type: none"> • Multiply 2- and 3-digit numbers without regrouping or renaming • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division

Science	PSHE
<p><u>Animals including humans</u></p> <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 <p>Work scientifically to :</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions. 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are and show empathy
RE	Computing
<p><u>What do people believe about life after death?</u></p> <p>In this unit children will be taught to:</p> <ul style="list-style-type: none"> • Enable pupils to learn about and from what different religious and worldviews believe about the purpose and end of life. • Pupils have the opportunity to consider the nature of loss, change and death. 	<p><u>We are computational thinkers</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Topic	Art/DT
<p><u>North America (Geography)</u></p> <p>In this unit children will:</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on North America (including the location of USA) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North America • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones 	<p><u>DT (making slippers)</u></p> <ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of a slipper • To generate, develop, model and communicate their ideas through discussion and annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Important Information	
<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. Encourage them to complete their reading journal daily. • PE Days - PE Tuesday and Friday. Your child will need to bring in a full, labelled PE kit 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

Mr. Ndu Seaba