



# Desert Class: Curriculum Letter

Spring Term 1 2024

Welcome back to school. I hope you have all had a relaxing and fun-filled Christmas holidays! Here is some information about our units of learning over this half term.

## Key Dates

To support the children in feeling confident and able to do their very best, we will spend some time preparing for the Year 6 SATs tests during this term.

The official tests themselves fall in Week 5 of Summer Term 1:

Date	Activity
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

**Monday 15<sup>th</sup> January – Year 6 SATs Information Meeting with Mrs Vail.** If your Year 6 child is your oldest child (or only child) in our school, it would be very helpful if you are able to attend this meeting. I will talk through what the SAT tests are all about and how we will support your child in preparing for these in school as well as support you can provide at home. Your Year 6 child is welcome to attend too. Mrs Whitehouse-Sharpe will lead a crèche in the Arctic Atrium area for any younger siblings.

**Friday 17<sup>th</sup> May – Year 6 Day trip to Weymouth Outdoor Education Centre (WOEC).**

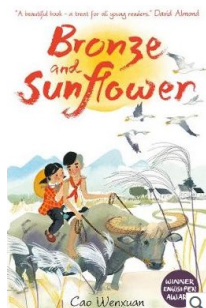
**Monday 17<sup>th</sup> – Wednesday 19<sup>th</sup> June – Year 6 two-night residential to Carey Camp, Wareham.**

## **General Class Information**

\*All children need to come into school in their PE kits on Mondays and Wednesdays.

\*We will be using our Playground Fitness Track on Thursdays and Fridays. Children are welcome to bring their trainers in their school bags ready for these sessions if they wish but do not have to.

## **Class Novel**



We are just finishing off our class novel 'Bronze and Sunflower'.

Once finished, we will move onto our new text, 'Wonder' by R.J Palacio.

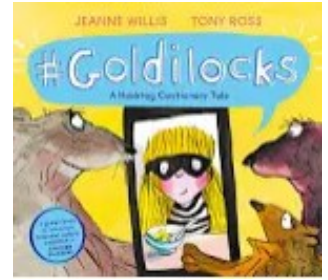
August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past Auggie's extraordinary face. *Wonder* begins from Auggie's point of view, but soon switches to include his classmates, his sister, her boyfriend, and others.



## The Write Stuff





Our next unit of work is based on Goldilocks. This is a non-fiction unit and the focus is newspaper articles. The lessons will follow the same structure as previous Write Stuff units: experience lessons, sentence stacking and then independent writing.

The children will learn about the non-fiction shapes to help them to structure and write effective newspaper articles.



N.B. Jelly effect - to make the reader tremble with excitement or fear.

### Topics

Smaller companion projects			Main project for Spring Term
 <p><b>Forces &amp; Mechanisms</b></p>	 <p><b>Moving Mechanisms</b></p>	 <p><b>Line, Light and Shadows</b></p>	 <p><b>Sow, Grow and Farm</b></p>
<p>We have already covered the Forces elements of this unit:</p> <ul style="list-style-type: none"> <li>✓ Contact and non-contact forces</li> <li>✓ Gravity</li> <li>✓ Mass and Weight</li> </ul> <p>Next we need to the mechanisms part of this unit:</p> <ul style="list-style-type: none"> <li>➤ Pulleys</li> <li>➤ Levers</li> <li>➤ Gears</li> </ul>	<p>This project teaches children about pneumatic systems.</p>	<p>This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</p>	<p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>

We are going to start by finishing off our Science unit. We will then move onto a short DT unit and then an Art unit.

At the end of the half term, we are aiming to start our Main project for the Spring Term which has a geography focus. This will then continue into the next half term.

For each project, there is a Knowledge Organiser, detailing the information the children will be expected to learn during this unit of work. I will post these on our class page. Please read through these with your child at home and discuss the information



### Reading

The children are expected to read at home several times a week (if possible, on a daily basis). It is amazing the influence reading has on their writing skills.

*'Reading gives your imagination wings'*

We have a huge range of books in school for the children to borrow but they are also welcome to read books from home and the local library too. This website may be useful if they are stuck what to read next.

<https://www.whatsouldireadnext.com/>



### SPaG (spelling, punctuation and grammar)

The **SPaG** curriculum will be taught in discrete lessons and then these skills revisited and applied in our Write Stuff lessons. The children will have spellings set each Friday which they must practise and learn at home. They will have a spelling test each Friday to check they know these spellings words. Once learnt, they must also keep re-visiting the spelling words to ensure that they retain them over longer periods of time.

### Numeracy – Times Tables

Times tables are so important! Please keep practising at home. The quicker the children can recall these the better. Here are some fun sites to visit:



<https://www.laughalongandlearn.co.uk/>

There are lots of pop song versions too. This is one of my favourites - a cover of Cheerleader by OMI for the 6 x tables ☺

<https://www.youtube.com/watch?v=9os1VUUp5io>





## Numeracy

Throughout the whole school (from Reception to 6), we follow White Rose maths. I have included below the unit headings as well as further information about the lessons within each unit for the Year 6 curriculum.

### Spring Block 1 – Ratio

Step 1 Add or multiply?

Step 2 Use ratio language

Step 3 Introduction to the ratio symbol

Step 4 Ratio and fractions

Step 5 Scale drawing

Step 6 Use scale factors

Step 7 Similar shapes

Step 8 Ratio problems

Step 9 Proportion problems

Step 10 Recipes

### Spring Block 2 – Algebra

Step 1 1-step function machines

Step 2 2-step function machines

Step 3 Form expressions

Step 4 Substitution

Step 5 Formulae

Step 6 Form equations

Step 7 Solve 1-step equations

Step 8 Solve 2-step equations

Step 9 Find pairs of values

Step 10 Solve problems with two unknowns

### Spring Block 3 - Decimals

Step 1 Place value within 1

Step 2 Place value — integers and decimals

Step 3 Round decimals

Step 4 Add and subtract decimals

Step 5 Multiply by 10, 100 and 1,000

Step 6 Divide by 10, 100 and 1,000

Step 7 Multiply decimals by integers

Step 8 Divide decimals by integers

Step 9 Multiply and divide decimals in context

Please note –

There are some children in the class who are not ready to follow the year 6 maths curriculum. We are doing much more whole class teaching this year and so work will be adapted for those children who need it.



## R.E.

Mrs Higgs will be teaching R.E. on Thursdays. In RE this half term our focus is on the 'People of God'. In this unit of work the children will dig deeper into the story of Moses and develop their understanding of the concepts of freedom and salvation using theological terms. We will look to make clear connections between the Bible texts studied and what Christians believe about being the People of God and how they should behave. This will involve considering our behaviours in the light of the Ten Commandments. The children will then look at how Christian charities such as 'Toybox' and 'TearFund' put their beliefs into practice by trying to bring freedom to others.

## Music



Mrs Higgs will be teaching music on Thursdays. Our Music focus in our music scheme 'Charanga' this half term is 'Creative Composition'. By using chords in compositions, we will create music that is more harmonically interesting. We will create accompaniments for a melody using chords and explore how chords are used within music by listening and responding to La Bamba and Disco Fever.

Our social question is 'How Does Music Improve Our World?' which we will explore as we progress through this unit. Singing and listening are at the heart of each lesson. Playing, improvising and composing will be done using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B

## P.E.

<b><u>SPRING TERM 1</u></b>	<b>MONDAY</b> <b>PE kit</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b> <b>PE kit</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
Morning Exercise	Just Dance / Jump Start Jonny			Playground Fitness Track	
<b>Curriculum</b> <b>PE Lessons</b>	<b>Gymnastics</b>		<b>Golf</b>		
<b>3.15 – 4.15pm</b> <b>After school club</b>	LEGO	GYMNASTICS	Ocean & Desert GIRLS' FOOTBALL	Year 3, 4, 5 & 6 BASKETBALL	

### Gymnastics

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

### Golf

Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course.

### Languages - French

In Desert Class, French is taught by specialist French teachers from Shaftesbury School, Mr Gardiner and Miss Kellow, for an hour on Wednesday afternoons.

For the next half term, the focus will be

- \*Daily routine- vocabulary building with reflexive verbs
- \*Dissection of reflexive verbs, manipulation to include 1<sup>st</sup> person conjugation
- \*Telling the time
- \*Daily routine – writing up own
- \*Presenting to pairs to practice pronunciation



### PSHE - Jigsaw



Our third Jigsaw unit is 'Dreams and Goals'. In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various

global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.



### Teaching Team in Desert Class

The general structure of the teaching timetable is mapped out below.

	Monday	Tuesday	Wednesday	Thursday	Friday *
<b>Class Teacher</b>	Am - Mrs Vail Pm - Mrs Higgs	Mrs Vail	Am - Mrs Vail 1-2pm Mr Vail  2 - 3pm French teachers: Mr Gardiner / Miss Kellow	Mrs Higgs	Mrs Vail Mrs Swaffield Mrs Bray
<b>Teaching Assistants</b>	Mrs Greenland Mrs Suter	Mrs Greenland Mrs Suter	Mrs Greenland Mrs Suter	Mrs Greenland Mrs Suter	Mrs Greenland Mrs Suter

Mrs Greenland is working in Desert Class full time.

Mrs Suter is working in Ocean and Desert Class this year. Mrs Suter will be with Desert Class usually for the second morning session and for part of the afternoon session.

\*On Fridays, Mrs Whitehouse-Sharpe is not going to be in school (as she is working 4 days a week). Because of this, my role has changed. I will be Head of School on Fridays. I will be teaching in Desert Class for part of the day. Mrs Bray and Mrs Swaffield will be teaching in Desert Class when I am fulfilling other responsibilities.

### Homework Expectations

Please find on the next page.

We have got a busy half term with lots to look forward to. Please come and ask if you have any questions or would like to discuss anything in more detail. At the end of the school day is best.

Kind regards, Mrs Sarah Vail and Mrs Higgs.

## Homework

Year 6 children are expected to complete 15 – 25 minutes of homework each day to support, consolidate and extend their learning in school. Your support with homework is essential and plays a key part in your child's learning.

<b>Reading at home</b> Children should be reading books at home regularly – ideally every evening. This extends their vocabulary and imaginations enormously! They can borrow books from the school library or choose to read books from home.	Thursday	Friday <u><b>Spelling Test &amp; Times Tables Test in school</b></u>
	<p style="text-align: center;"><i>Homework to be completed by the following Thursday each week.</i></p> <p style="text-align: center;"><i>Please make sure homework books are back in school on Thursday.</i></p>	<ul style="list-style-type: none"> <li>• <b>New spellings set</b> A copy is sent home in your homework book so parents can help you practice these words at home – ideally this would be 5-10 minutes every day.</li> <li>• <b>Handwriting</b> You need to write your spellings in your neat, cursive handwriting in your homework book each week.</li> <li>• <b>New times tables set</b> Times table focus is noted in your homework book so parents know which times tables you are on and can help you practice at home.</li> <li>• <b>Use Times Tables Rock Stars</b> Practice set times tables in Garage &amp; Arena. 20 minutes minimum per week at home.</li> <li>• <b>Sumdog</b> Maths homework set linked to this week's focus in class (children may choose to complete the written maths tasks instead – see below).</li> <li>• <b>Reading</b> Write in your Reading Record (at least once a week), either an adult or yourself.</li> <li>• <b>SPaG.com</b> In year 6, the children need to consolidate their SPaG learning. To start with I will set this fortnightly.</li> <li>• <b>Optional – Maths</b> I know some children prefer to complete written maths homework. Activity sheets will be provided each week, linked to consolidation of previous maths learning. This can be completed instead of Sumdog.</li> </ul>