

Home learning

The children are expected to read at least four times a week for a minimum of 15 minutes. We encourage parents to ask questions to check their child understands and can explain their thinking.

There will also be one to two pieces of curriculum based work either on My Maths or Rollama. These should be completed by pupils within a 45 minute time frame.

The children will also bring up to 10 words home for spelling homework. These should be learnt using the look/cover/write/check method.

Work will be set on a Thursday and should be returned by the following Tuesday. Please also use the websites listed to help your child consolidate their learning

Summer Term in Year 6

The summer term is always a busy and exciting time for our Year 6 pupils. There is lots to look forward to, including SATs, fundraising events, and end-of-year productions that celebrate the children's achievements and talents. Alongside this, learning will continue to be purposeful and supportive as we help pupils develop confidence, independence and readiness for the transition to secondary school. We are looking forward to a memorable final term as the children prepare for the next exciting step in their education.



Key Dates:

PE will take place on Monday and Fridays

11th-14th May – SATs week

5th June – Sports day

15th-19th June – Fundraising week

25th and 26th June – Basingstoke schools transition days

29th June – Bikeability week

14th July – Matinee and evening Year 6 production performances

17th July – Leavers party for Year 6.

22nd July – last Day at KJS – Farewell assembly including parents at 2:30pm.

Useful websites & Books

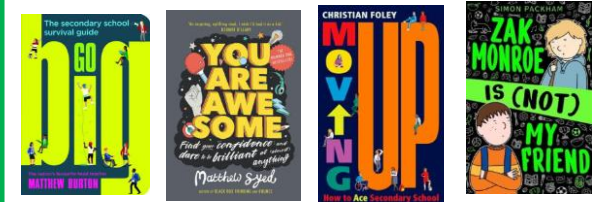
World War II



Science – sound



Transition



Maths:

This term we will be continuing to develop and extend the core topics we began in the Autumn Term allowing for the children to grow in confidence through practice, repetition and open ended problems.

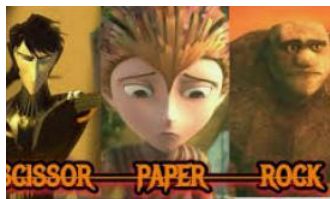
We will be revising the following topics this term:

- * Round numbers to the required degree of accuracy.
- * Read, write and order numbers to 1,000,000
- * Order decimals with up to 3dp.
- * Know/calculate 0.1;1;10;100; 1000 up to 10,000,000 more or less and use this to find missing numbers
- * Use appropriate written and mental strategies to add and subtract a range of numbers.
- * Divide numbers with up to 4 digits by 2 digit numbers.
- * Multiply numbers with up to 4 digits by 2 digit numbers.
- * Recognise and generate equivalent fractions.
- * Find fractions of quantities and shapes.
- * Convert between mixed and improper fractions.
- * Order and compare fractions with different denominators.
- * Add, subtract, multiply and divide fractions.
- * Solve problems involving the calculation of percentages.
- * Calculate and draw acute, obtuse, right and reflex angles.
- * Construct and interpret pie charts.
- * Know key facts about angles in a right angle, on a straight line and about a point.
- * Recognise and classify 2D and 3D shapes.
- * Know key conversion facts for metric units of measure.
- * Calculate the volume of cubes and cuboids
- * Find the area and perimeter of 2D shapes

English Writing

In Writing we shall be looking at a range of written texts and film clips to write for a range of purposes, including:

- * Narratives
- Newspaper
- Reviews
- Speech and dialogue

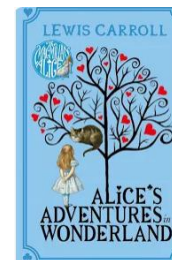


We will continue to practice core skills including handwriting and spelling as well as revising key grammatical terminology:

- * Nouns, adjectives and determiners.
- * Co-ordinating and subordinating conjunctions.
- * Adverbial and prepositional phrases.
- * Object, subject, verb and passive voice

NB – We ask parents not to read this books/watch the clips before hand.

English Reading



**Year 6 SATs
Revision**

This term we shall be reading a range of fiction texts as well as short extracts from a range of fiction and non-fiction texts in preparation for the SATs tests in May:

We will continue to develop our skills of:

- * Regular fluency practice.
- * Vocabulary and authorial intent.
- * Retrieval
- * Inference across longer passages
- * Specific SATs style questions.

Please see the planner for a range of questions you can ask at home to support with reading.

A range of recommended reads can also be found on the website: <https://www.kempshott-jun.hants.sch.uk/page/?title=Reading&pid=100>

Science

Sound

We will learn:

- * That sounds can be produced in a variety of ways.
- * Sounds have the properties of pitch and volume.
- * When a sound is produced it spreads out from its source in all directions
- * Sound is caused by vibrations
- * When objects vibrate it makes the objects in contact with it also vibrate.
- * The vibration travels through the air and makes other objects it is in contact with vibrate.
- * Pitch and volume are caused by how the material vibrates.
- * The pitch of a sound is caused by how fast an object vibrates.
- * Smaller objects or tighter strings tend to vibrate with a higher frequency.
- * The volume or sound is caused by how big each vibration is.



Music

HipHop

We will learn to:

- * Arrange and mix my own composition in a Hip hop style.
- * Balance the sounds in a track.
- * Create drum beats, melodies and baselines.
- * Build chords and melodies
- * Use different instruments in YuStudio

Year 6 production.



RE

Ritual

We will learn to:

- * Explain the meaning of ritual.
- * Explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims.
- * Evaluate the concept of ritual by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to ritual.
- * Explain a personal response to ritual in their own experience.
- * Explain examples of how their responses and ideas affect the way they behave in the rituals they and others participate in.

Love

We will learn to:

- * Respond creatively and offer explanations for my response to love and agape.
- * Explain how my responses relate to my own life.
- * Explain the concept of agape in Christian traditions.
- * Explain the way the concept agape impacts the lives of those in Christian traditions.

French

French Holiday Part 2

We will learn to:

- * Say some of the countries of the world in French.
- * Use a model to create more complex sentences.
- * Begin to use the present and future tense.
- * Label images of clothing.
- * Recognise familiar words and cognates.
- * Find information on websites and use this to plan a French holiday.



History



What was the impact of WW2 on Britain?

We will learn to :

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make deductions about the Blitz from photographs.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy, reliability and usefulness of sources.
- Describe the impact WW2 had on women's and African-Caribbean migrant lives.

PSHE

Being my best:

We will learn to :

- * Identify aspirational goals and some actions needed to achieve these.
- * Present information researched on health and wellbeing issues.
- * Identify risk factors in a given situation
- * Understand and explain the outcomes of risk-taking in a given situation.
- * Explain how risk can be reduced and assess a situation to keep myself safe.
- * Describe the five ways to wellbeing and how these contribute to a healthy lifestyle.

Growing and changing:

We will learn to:

- * Understand that fame can be short-lived and that photos can be changed to match society's view of perfect.
- * Define what is meant by stereotype and recognise how the media can sometimes reinforce gender stereotypes.
- * Challenge stereotypical gender portraits.
- * Understand the risk of sharing images online.
- * Understand that people can feel pressured to act in a certain way because of the influence of their peer group.
- * Recognise some changes I have experienced and my emotional response to these.
- * Identify people who can support me during a period of change.
- * Define puberty and understand some of the physical and emotional changes associated with it.
- * Identify changes in puberty that allow sexual reproduction to occur.

DT

Steady hand game:

We will learn how to:

- * Research and analyse a range of children's toys
- * Design a steady hand game
- * Construct a stable base
- * Assemble electronics and complete their electronic game

Memory toy:

We will learn how to:

- * Design a soft toy
- * Sew a blanket stitch
- * Create and add decorations to fabrics
- * Use a blanket stitch to assemble the components of a stuffed toy.



Computing

Micro bits - sensing

We will learn to:

- * To create a program to run on a controllable device
- * Explain that selection can control the flow of a program
- * Update a variable with a user input
- * Use a conditional statement to compare a variable to a value.
- * Design a project and develop a program that uses inputs and outputs on a controllable device

Introduction to spread sheets.

We will learn to:

- * Create a set in a spreadsheet.
- * Build a data set in a spreadsheet.
- * Explain that formulas can be used to produce calculated data.
- * Apply formulas to data.
- * Create a spreadsheet to plan an event and choose a suitable way to present my data.

PE

Quidditch

We will learn to:

- * Play the sport of quidditch using suitable equipment.
- * Follow the rules of quidditch and the different positions it entails.
- * Use skills from other sports to support our game play.

Rounders

We will learn to:

- * Bat and field in a game situation.
- * Understand the rules and strategies to enable to play to our best.
- * Work as team to position players to their strengths.

Athletics

We will learn to:

- * Participate in running, jumping and throwing events.
- * Participate fully following the rules of athletics
- * Support our peers in different events to improve their and our own performances



Multi skills

We will learn to:

- * Transfer skills from other sports and activities to enable us to take part fully under competitive situations.

