



# Welcome to year 6

Dear Parents & Carers,

Welcome to year 6! Whether this is your first experience as a year 6 parent/carer or if you have been through the process before, we welcome your support in your child's final year at Moorlands! We hope you and your families have had a wonderful summer break.

## Year 6 team this year

Phase leader – Mr Reed

Class teachers – Mr Reed & Mrs Whittingstall-Bean

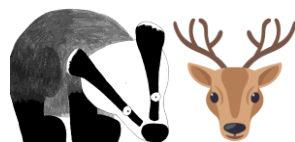
Teaching Assistants & Lunchtime Leaders – Mrs Allen, Mrs Goddard, Mrs Stone, Mrs Harris, Miss Hall

Mrs Beanland will be teaching year 6 French and music with Mr Ivory taking PE lessons.

## Our opening themed learning



In Geography and History- we will start by using atlases and maps to locate South America. The children will compare physical features and settlement types. They will learn about mountains and how they are formed. Next they will link the export of the natural resource chocolate to the Mayan civilisation. We are looking forward to seeing their homework they create for this.





In Art - We will be studying South American art through the artist Frida Kahlo and have an exciting Mayan head clay workshop visit from Southampton Art Gallery.

### Our learning this term

In R.E – In our RE sessions we will start by learning about the concept of Worship. The children will explore the meaning of worship and how this might relate to their own and others lives. Then we will evaluate the importance of rituals for Christians and Jews. .

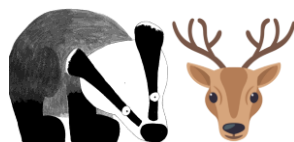
In PSHE – The children will discuss their year ahead, set goals and discuss their fears and worries about the future. They will learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. Children will talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour can impact others. Finally the class talk about differences and similarities and that for some people, being different is hard. They discuss bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. We look at people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

In SCIENCE – our first unit of work is Classification and living things. We will learn about the classification of animals and the five kingdoms. Researching key animal experts that have had a huge impact on the study of animals and their characteristics. In addition, we will move onto looking at the life cycles of animals and plants.

In P.E – Our sessions are based around team games - incorporating skills of team work, ball skills, offensive and defensive positioning. This will be utilised in real contexted based team games.

### Maths

In maths, we will start by revising place value, reading , writing and ordering numbers up to ten million. We will also focus on negative numbers and rounding numbers to 2 decimal places. Then we will move onto practising written methods of Calculation for the four operations (addition, subtraction, multiplication and division).





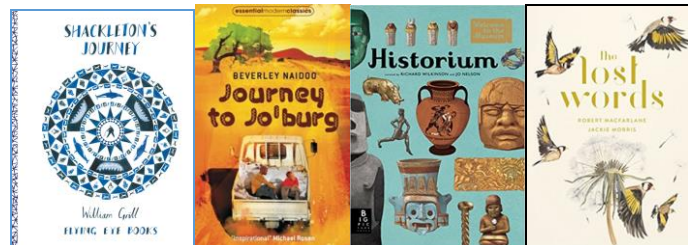
The mastery of times tables and corresponding division facts will be a focus so please support your child practising these at home.

### English/writing



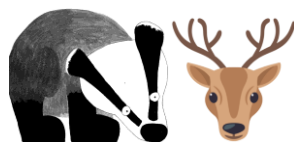
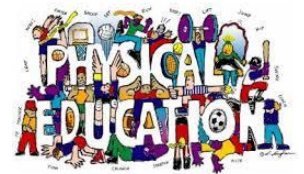
In our writing sessions, we will be studying the texts above across the autumn term. Using these texts, we will be writing our own: diary entries, newspaper reports, poem and a persuasive text. In Year 6 there is a focus on writers (the children) making choices about their content and structure for impact on the audience so we will be focusing on this across the term as well as unpicking other Author's choices to use as models. During these lessons we will also be securing, improving and applying our grammar and punctuation knowledge, which will include the use of semi colons, apostrophes, dashes and varying the position and length of clauses.

### Reading



### Additional information

From now on, children are advised to come into school dressed in their PE kits and PE kits are in line with our uniform policy. It is a government expectation that children have PE time in the week. We require written evidence if your son/daughter is to not participate for a medical reason only.





Make up is not to be worn in school and uniform must be kept to school policy – no jewellery, trainers, hoodies or sportswear please – we must show ourselves to be year 6 role models to the rest of the school. **If children are wearing earrings, they must bring in ear tape to cover earrings when taking part in P.E.**

Mobiles – We understand many children will be walking to and from school independently. Mobiles must be handed in at the start of the day to the teacher or TA and be turned off. They are stored in a locked cupboard and will be returned at the end of the day – mobile phone agreement sheets must be completed and returned to school in order for your child to bring a mobile in with them – please ask your child to collect one if needed (we have already handed these out).

**SATS Dates: Monday 13th and ending on Thursday 16th May.**

### Home learning expectations

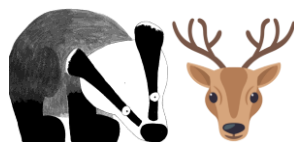
Throughout the duration of year 6, we aim to support the children with preparing for life at secondary school and further education by becoming more independent. We always encourage the children to come and speak to an adult if they are stuck or are unsure of what to do. Home learning is issued every Friday and is due in no later than the following Thursday consisting of Times Tables work each week along with spellings to practice as well. Spelling tests will take place every Thursday or Friday. This is alongside a half termly topic homework.



If you have any concerns/wishes please speak to a member of the year 6 team. If you wish to discuss your son/daughter's progress in more detail or raise a concern, please contact Miss Clark in the office who will be pleased to assist you. You can do this by telephone or by emailing [info@moorlandsprimary.net](mailto:info@moorlandsprimary.net).

Here's to a fantastic year ahead in year 6!

**Mr Reed and Mrs Whittingstall-Bean**

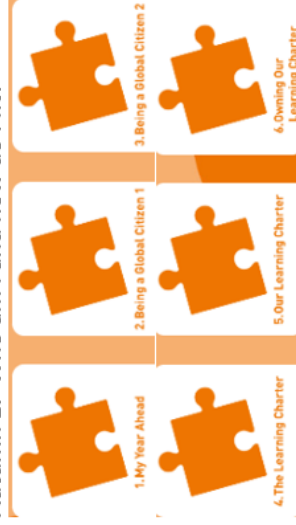


## Year 6 Subject Knowledge organiser – PSHE



### Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



### Content Overview:

Identifying goals for the year  
Global citizenship  
Children's universal rights  
Feeling welcome and valued  
Choices, consequences and rewards  
Group dynamics  
Democracy, having a voice  
Anti-social behaviour  
Role-modelling

### Vocabulary

Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

**Song:** Together as One

**Puzzle Outcome:** Whole School Learning Charter

### DfE Statutory Relationships & Health Education Guidance.

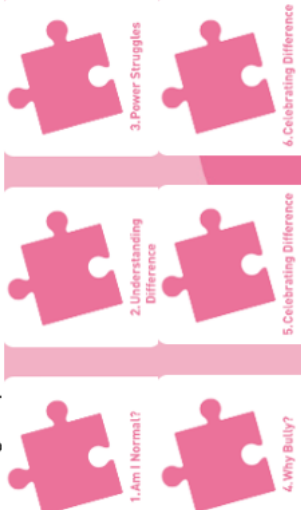
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate



## Year 6 Subject Knowledge organiser – PSHE

### Puzzle Two – Celebrating differences

Autumn 2: 'Respect for similarity and difference. Anti-bullying and being unique'



### Content Overview:

Perceptions of normality  
 Understanding disability  
 Power struggles  
 Understanding bullying  
 Inclusion/exclusion  
 Differences as conflict,  
 difference as celebration  
 Empathy

### Vocabulary

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

**Song:** There's a Place

**Puzzle Outcome:** Kite Templates

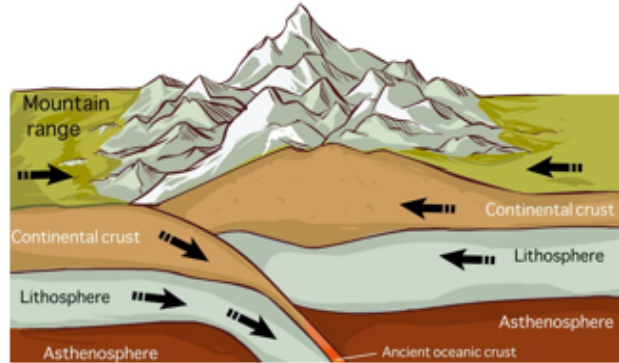
### DfE Statutory Relationships & Health Education Guidance.

(R5) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to seek help or advice from others, if needed (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H17) where and how to report concerns and get support with issues online





## South America / Mountains



Physical Features

Human Features

Physical Processes

Human Processes

### Vocabulary

landmass    landlocked    indigenous    colony    populous  
topographic    subduction    seismic    summit    mountain range  
plate tectonics    fold mountains    block mountains

### Key Facts

The most populous country is Brazil and the second is Colombia followed by Argentina

South America is a continent made up of 12 countries. It is home to the Amazon rainforest and the Atacama desert.

The Andes is a 4,300-mile-long mountain range in South America

Mountains are formed when pieces of Earth's crust called plates smash into or move past each other in a process called plate tectonics

