

Headlands Primary School Curriculum Overview

YEAR 6

Welcome to Term 3

We hope that you have had an enjoyable break and are ready for Term 3. The Autumn Term seemed to fly and we are looking forward to Young Voices later this month. Revision books have been greatly received by the children and the literature they are tackling when reading for pleasure is amazing. Thank you for your support.

This term we will be exploring two of Shakespeare's plays and looking at what impact his plays have had on modern story telling. His influence on the English language has stood the test of time, with little sign of relenting. Even those who "don't do Shakespeare" speak his words in their daily lives. Most of us will have quoted the playwright thousands of times without knowing it. Ever been "in a pickle" or had "too much of a good thing"? Perhaps friends have "eaten (you) out of house and home" or had you "in stitches" over a joke. These are just a handful of well-used sayings that come courtesy of Shakespeare. We would be delighted to hear of anymore sayings you come across!

Booster groups will be taking place throughout this term and the children will get regular Maths, Reading and Punctuation/Grammar homework. Please continue to encourage your child to practise their spellings and times tables alongside reading regularly.

If you have any concerns, please see the class teacher and then if you need to, the Phase Leader (Mrs Evans).

Please note that our designated person for child protection is Mr Smith, in his absence please see Mrs Smith (Deputy Head Teacher) or Mrs Richie (Family Support Worker)

Homework: We will be setting homework using the revision guides.

PE

Please ensure that your child has their complete PE kit in school all week

Please note that we do not issue spare kit.

Notices:

Check out our blog on the website to keep up with what is happening in Year 6.

By the end of Year most children will be able to do the following:

Reading	Writing	Maths
<ul style="list-style-type: none"> Refer to text to support opinions and predictions. Give a view about choice of vocabulary and structure. Distinguish between fact and opinion. Appreciate how a set of sentences has been arranged to create maximum effect. Recognise: complex sentences with more than one subordinate clause and phrases which add detail to sentences. Explain how a writer has used sentences to create particular effects. Skim and scan to aide note taking. 	<ul style="list-style-type: none"> Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. the fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type. Use a semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list and semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type. Use wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person. Write legibly, fluently and with increasing speed. 	<ul style="list-style-type: none"> Use negative numbers in context and calculate intervals across zero. Compare and order numbers up to 10,000,000. Identify common factors, common multiples and prime numbers. Round any whole number to a required degree of accuracy. Identify the value of each digit to 3 decimal places. Use knowledge of order of operations to carry out calculations involving four operations. Multiply: 4-digit by 2-digit Divide: 4-digit by 2-digit Add and subtract fractions with different denominations and mixed numbers. Multiply simple pairs of proper fractions, writing the answer in the simplest form. Divide proper fractions by whole numbers. Calculate % of whole numbers.