

# St Fidelis Catholic Primary School

with Nursery Unit

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## Year 6 Woodpeckers

April 2018

Dear Parents,

As we start the summer academic term, we thought it would be useful to revisit some daily routines and expectations that are in place in Year 6. Although we try to keep school as structured and consistent as possible, there will be occasions when the timings of some aspects detailed below may change, for reasons that are beyond the control of the teachers. Lessons begin at 8:45 when children are expected to be in class and completing their own maths revision. This also applies at 1:15 after lunch when children are expected to be completing their own reading and grammar revision.

Woodpeckers' class teacher is Mr McNicholl. Over the course of the year, the children will also be taught by Miss Bull (PE), Mr Robinson (Music), Mrs Harris (Art) and Mrs Thornton-Hayes (Liturgical Dance).

### Independent Learners

In Year 6, children are expected to look after their book bags and belongings. This will prepare them for secondary school. This includes:

- Changing reading books when finished and completing their reading diaries. These should be signed weekly by parents.
- Handing in and taking home letters and work.
- Water and fruit can be brought from home, bottles should be clear and labelled and can be refilled by the children during breaks.
- Watches and pencil cases may be brought to school. The children are responsible for these items so please make sure that these do not contain precious items.
- School items (pens, pencils, whiteboard pens) should **not** be taken home.
- Making sure that no jewellery, earrings, studs or nail polish is worn. Please check that these are removed before school.
- Keeping track of bags, clothing and belongings throughout the day, especially PE kits and jumpers.
- Carrying out a Year 6 job at either lunch times, or before school, to a high standard.

Please support our child by encouraging these skills and ensuring that items are clearly labelled- jumpers and cardigans are always hard to keep track of!

### Homework

Children are to use their homework time to revise for their end of year tests. Children should purchase a suitable revision guide and will also borrow a maths revision guide from the school. Please sign your child's homework diary once a week ensuring that they have filled in the relevant details for that week.

Monday	Tuesday	Wednesday	Thursday	Friday
Children's own SATS revision.				

After the SATS, children's homework will be centred on the Year 6 play. Children will be expected to learn their lines, as well as stage directions, for their character. It would be helpful for children to also know the general background of any scenes they are in. Children may be asked to bring in certain pieces of clothing for their character.

### Times Tables

In maths we are really focusing on rapid recall of times tables, as we know that this is essential to good progress in maths. Daily practice at home with times tables will be of great benefit to our child's development. Start with the 2x, 3x, 4, 5x and 10x. Once these are secure, children should move onto the 6x, 7x, 8x, 9x, 11x and 12x.

**Compassion, challenge, excellence: bringing children to Christ through education**

## Statutory National Curriculum Spellings

These should be practised regularly as they will be tested during the year.

Year 6 Autumn 1 <sup>st</sup> half	Year 6 Autumn 2 <sup>nd</sup> half	Year 6 Spring 1 <sup>st</sup> half	Year 6 Spring 2 <sup>nd</sup> half	Year 6 Summer 1 <sup>st</sup> half Revision (yr 5)
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate

## Reading Diaries

Children are to read every night, with a minimum of five entries into their reading diary each week. Children are responsible for filling this in by themselves, but we ask that parents join their children when reading where possible. Please could you sign your child's diary once a week at the end of each page where your child has written. Included below is an example of a well-completed Year 6 reading diary:

Book <u>Lawless</u>	Book <u>Lawless</u>
Author <u>Jeffrey Salane</u>	Author <u>Jeffrey Salane</u>
Date & Page No. <u>24/11/2013</u> <u>Pg 189 next</u>	Date & Page No. <u>26/11/2013</u> <u>Pg 216 next</u>
Pupil's Comments / Pictures <u>M is a Master with graduates of Lawless. Her first mission was to steal the Bembrolati. It didn't go as she thought but while she escaped. Her mother was caught by Fulbrights.</u>	Pupil's Comments / Pictures <u>Ms Hatts is evil! She needs M's monopack to activate the machine Jonathan Wild created to suck the Earth into a black hole!</u>
Date & Page No. <u>25/11/2013</u> <u>Pg 206 next</u> New Words	Date & Page No. <u>27/11/2013</u> <u>Pg 206 next</u> <u>Book finished</u> New Words
Pupil's Comments / Pictures <u>In Hamburg, M needs to find the couple of the Jacob de Geun III. Cal has been kidnapped by Fulbrights but as Ms Hatts (his mother) cares about it the painting which got destroyed. The good news is they know where to look next.</u>	Pupil's Comments / Pictures <u>For Lawless just gave M the only other monopack on Earth in the Fulbrights' store. M's Law is not even an option but Lawless is all she has and she isn't going to let a first-year stop it. However M and Herby and Wells defeat Ms Hatts and learn she and Herby are double agents taking</u>
★ Star Rating	★ Star Rating <u>4 ★ ★ ★ ★</u>
Teacher's Comments	Teacher's Comments
Home Comments / Signature 	Home Comments / Signature 

It would be greatly appreciated if reading books, borrowed from the school, could be returned when the children have finished reading them.

## Broad and Balanced Curriculum

On the next page please find a copy of our curriculum map showing the main topics we will be covering.

As always your support of all that our child does is of enormous value to her and we will be most grateful for your continued support.

With regards,

Mr McNicholl

Year 6	Summer 2017
<p><b>Religion</b> During the Summer term, we will be learning about the Apostles and the important job they were given to do. Our following topic is 'Called to Serve' where we look at the Church and the part we play in this.</p>	<p><b>English</b> During English we will be studying a range of text types and learning the features. We will be completing work about Kensuke's Kingdom where the children will create non-fiction and fiction texts. We will be strengthening our ability to edit and improve our work as this is an important skill for all writers. Commas, colons, semi-colons, hyphens, dashes and brackets should be evident in all pieces of work. This term we will also be continuing to develop our range of grammatical vocabulary.</p>
<p><b>Maths</b> In maths we will continue to address a range of topics; spending time revising areas which the children wish to have extra support in. These areas will include mental maths, place value, number problems involving addition, subtraction, multiplication and division, fractions, percentages and decimals, ratio and proportion, shape and space, as well as data handling. We will be recapping and using RUCSAC (read, understand, choose, solve, answer and check) within our work. After learning a range of maths skills we will be applying these to rich tasks which include solving open ended investigations.</p>	<p><b>Science</b> In summer one, we will explore the differences between fungi, plants and microbes using our maths skills to record findings. In summer two, we will be studying dinosaurs discovering evidence to support theories about why dinosaurs became extinct.</p>
<p><b>ICT</b> In ICT we will be consolidating all the skills children have learnt throughout KS2 to work collaboratively using drop box, one drive and google docs. During summer two, we will be using all our ICT skills to create a year book based on the highlights of year 6.</p>	<p><b>Music</b> We will be focusing on the music of Africa through performing and listening to a variety of pieces on the steel pans and tuned percussion instruments. The key focus will be on developing the children's ability to perform with a greater awareness of others and the need to achieve an overall effect and to be able to make subtle changes to their own part within a group performance.</p>
<p><b>Geography</b> In Geography we will be studying our local area looking at all aspects of local geography including: leisure, work, transport, pedestrianisation and areas of natural beauty.</p>	<p><b>PE</b> In the summer term Year 6 will be focusing on the various disciplines in Athletics and also starting rounders and cricket. They will learn the different techniques used to improve in all areas of athletics in order to compete in Sports Day as well as learning the skills needed to play competitive fielding games. Later on in the term we will also begin to look at tennis.</p>
<p><b>History</b> We will be learning about life in the Shakespearean times delving into his famous works, pastimes and language of the era.</p>	<p><b>Drama</b> Time will be given over to rehearse and prepare for the children's end of year play.</p>
<p><b>Design Technology</b> Enabling Enterprises: Children will be working in groups to design and create a business with an understanding of finance and how to appeal to different markets.</p>	<p><b>Art</b> Art and Architecture, the art of perspective and lettering. Students will learn about one and two point perspective and approaches to academic drawing. Students will create a range of drawings that exhibit and develop these principles. Practical work will be supported by imagery sourced from RIBA magazines and the work of contemporary artists and architects. Pupils will then move on to a lettering project, observing familiar logos to understand and how lettering designs act as visual aids.</p>