

# Year 6 Curriculum Newsletter

## Term 4 Update

Dear Mums, Dads & Carers

We are back with another exciting term of learning taking place. Year 6 are getting ready for their SATs that take place next term. Your child will be covering the following areas of the curriculum this term:

Experience Title	We'll Meet Again...	We The People
English – Reading	Letters from a Lighthouse by Emma Carroll	
English – Writing	WW2 Poetry Descriptive story based during the Battle of Britain	
Maths	Measurement: Area, Perimeter and volume Statistics Algebra & Ratio	
History/Geography	History: What was the impact of WW2 on British people?	Geography: Why does population change?
Art / DT	DT: Come Dine With Me & Structure: Anderson Shelters	
PSHE	Wellbeing	
RE	Why does religion look different around the world? (Part 1 & 2)	
Music	Songs of World War 2	
French	Shopping in France, Schools in France and French adjectives	
PE	Outdoors: Basketball Indoor: Dance	
Computing	Text Adventures & Networks	

## Homework focus:

- **SATS Buster Books** – Reading, SPaG and Maths – once a week.
- **Reading** – at least 3 x per week recorded in your child's Reading Record book. If your child records 5 x reading per week, they will receive a super ticket!
- **Spellings** – please see activities on Spelling Shed.
- **Times Tables** – log on to TTRockstars to learn your latest times table challenge!

Each week your class teacher will share on Class Dojo what homework is set for English and Maths. Remember it is set every Friday and due in on the following Wednesday! Do not forget that your child should be coming home with two reading books: a reading book for pleasure and a reading book for learning. Reading Records are checked by staff on a regular basis to ensure that children understand the importance we place upon reading at Joydens Wood Junior School. Reading records should be handed in every **Friday**. Your child should be accessing Times Tables Rockstars to support their number knowledge. Being able to recall multiplication facts is an important skill. Children should be regularly practising their times tables on TTRockstars as this is a fun way to practice them in short bursts! Log ins to this website can be found in your child's Maths Homework book. Spelling books will be sent home so you can check how your child has done. Your child will get weekly spellings, please ensure your child is learning these at home.

## SATs revisions:

Visit these website for tips and hints on how to help your child with their upcoming SATs.

- English: <https://www.bbc.co.uk/bitesize/articles/zrybvk7#zb2p3qt>
- Maths: <https://www.bbc.co.uk/bitesize/articles/zrybvk7#zs82p9q>

## Tips for Reading:

### Before reading...

<ul style="list-style-type: none"><li>• Talk about the book</li><li>• Look at the title</li><li>• Talk about the pictures</li></ul>	<b>Ask...</b> <ul style="list-style-type: none"><li>• What might the book be about?</li><li>• Why do you think that? – what are the clues?</li><li>• What do you hope to find out?</li><li>• What might happen next in the story?</li><li>• Who is the book written for?</li></ul>
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### While reading...

#### Ask...

<ul style="list-style-type: none"><li>• What do you think is happening here?</li><li>• Why do you think that?</li><li>• What happened in the story?</li><li>• What might this mean?</li><li>• Through whose eyes is the story told? How do you know this?</li></ul>	<ul style="list-style-type: none"><li>• Which part of the story best describes the setting?</li><li>• What words and/or phrases do this?</li><li>• What part of the story do you like best?</li><li>• Where does the story take place?</li></ul>
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### After reading...

#### Ask...

<ul style="list-style-type: none"><li>• When did the story take place?</li><li>• What did s/he/it look like?</li><li>• Who was s/he/it?</li><li>• Where did s/he/it live?</li></ul>	<ul style="list-style-type: none"><li>• Who are the characters in the book?</li><li>• Where in the book would you find....?</li><li>• Summarise the story so far.</li></ul>
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## Further Learning

- History: Understanding WW1 <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/year/zncsscw>

Our PE days are:

- Newcastle: Monday and Wednesday
- Lisburn: Monday and Wednesday
- Inverness: Monday and Tuesday

Please ensure your child wears warm PE clothing as we enter the colder winter months, including jogging bottoms for outside PE. They must have a named coat in too. Your child will also need the following stationary in school:

- Handwriting Pen (the Berol handwriting pens are what we use in school)
- Pencil
- Purple Biro Pen
- Glue Stick (please no scented or coloured ones and they are child safe)
- Sharpener (preferable with a bottom cup to it)
- Rubber
- A highlighter
- Whiteboard pen

Thank you for your support with your child's learning!

## Year 6 - What was the impact of World War 2 on the people of Britain?

accuracy	An assessment of whether a source is likely to be correct or complete.	Operation Sea Lion	The codename for Hitler's plan to invade Britain by sea.
appeasement	A policy of allowing a country to do what it wants, in an effort to avoid war.	propaganda	Information given out that may not be accurate but is intended to make people believe something or to hold a particular point of view.
Battle of Britain	The 1940 air battle between Germany and Britain for air supremacy.	reliability	An assessment of how trustworthy or accurate a source is likely to be.
bias	The favouring of a person or group in an unfair way.	Treaty of Versailles	An agreement made after WWI that required Germany to pay financial reparations, disarm, lose territory, and give up some of its territories.
The Blitz	An intensive military attack in which British cities and industrial areas were targeted by the Luftwaffe.		
evacuation	The moving of people from a dangerous place to a safer place.		

### Battle of Britain

The Battle of Britain (July - October 1940) had four phases and was initially fought over the south coast of England. The Luftwaffe planned to destroy Britain's air defences to pave the way for a larger German invasion by sea. However, thanks to their careful organisation, military tactics and use of radar, the Royal Air Force (RAF) were able to stop the Luftwaffe. These RAF pilots became known as 'The Few' because they successfully repelled an attack against a larger fighting force.



Coming from the German word blitzkrieg ('lightning war'), the Blitz started in September 1940 when German bomber planes began targeting British cities and industrial areas - particularly London, Coventry, Manchester, Cardiff, Belfast and Clydebank.

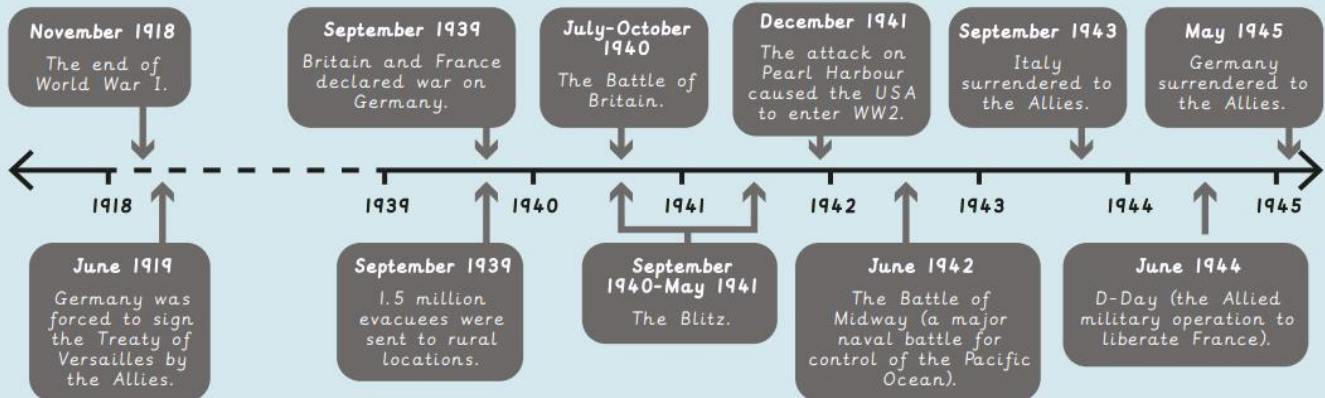
### The Blitz



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## Year 6 - What was the impact of World War 2 on the people of Britain?

### Timeline of World War 2



### Evacuation

Evacuation took place in stages. When war was declared in September 1939, 1.5 million evacuees were sent to live in safer areas in the countryside. More followed when the Blitz began a year later and again in the middle of 1944 when Germany attacked the east and south-east of England.



### Impact of WW2 on women's lives

During WW2, women had to play a greater role in society due to the absence of many men. In 1939, around five million women were employed, but by 1943, there were over seven million. Women filled employment roles in many different industries and the armed services.

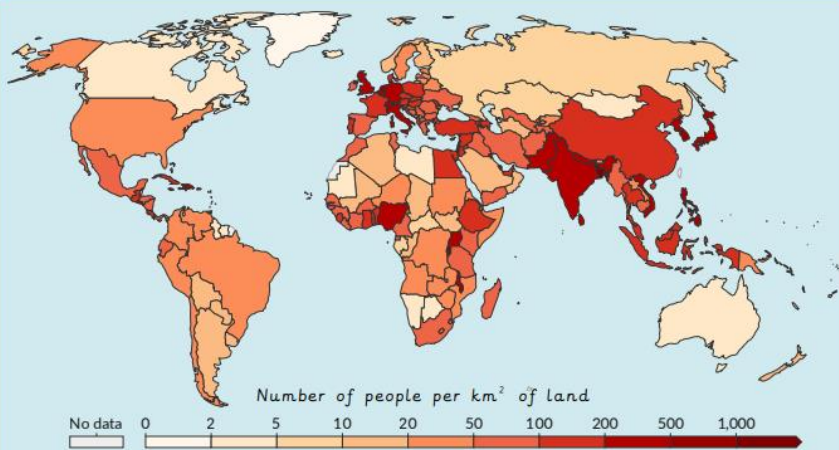


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## Geography - Why does population change?

Map showing global population density



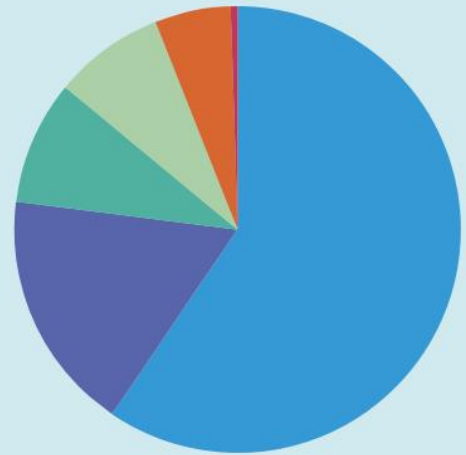
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Global population distribution

population distribution

How people are spread across a specific area.



South America 5.5%	Europe 9%
Oceania 0.5%	North America 8%
Asia 59.9%	Antarctica 0%
Africa 17.5%	

population	The number of people living in a particular place.
densely populated	An area that contains many people relative to its size.
sparsely populated	An area that has few people relative to its size.

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## Geography - Why does population change?

Reasons for population growth

Increase in birth rate.



Decrease in death rate.

Increase in immigration.

Consistent access to food.



A stable job and income.



Clean, spacious housing.

Reasons for population decline

Decrease in birth rate.

Increase in death rate.



Increase in emigration.

Little or no access to clean water.



Little access to hospitals and medicine.

War and conflict.

Natural disasters.



Spread of disease.



### birth rate

The average number of babies born per 1000 people every year.



### death rate

The average number of people dying per 1000 people every year.



### push factors

Negative factors that push people away from a place.

### pull factors

Positive factors that pull people towards a place.

### Push factors

- To escape conflict or war.
- To escape natural disasters.
- Poverty (little money).
- Little access to healthcare.
- Few jobs.
- High crime rate.
- Little food, crop failure.
- Harsh climate.
- Little or no access to education.
- Unhappy.

### Pull factors

- To find a good job.
- To be closer to family and friends.
- Good access to healthcare.
- Safety (lack of war).
- Low crime rate.
- Access to good education.
- Pleasant climate and landscape.
- To find a better quality of life.
- Respect for different cultures, religions and beliefs.

### migration

The act of people moving from one place to another.

### refugee

People forced to leave their country to find safety because of conflict, violence or war.

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