



Nurture-Believe-Inspire-Achieve

Learning in Year 6

Hawking

Summer Term 2019

Y6 SATS

Summer term is always a high-octane one in year six as just before half term, SATs arrive! We finally get the chance to show off all the hard work we have done in KS2, as well as use the finely honed test strategies and skills we have been practising. The week of challenging tests were tackled with maturity and confidence by the children, who generally agreed that they felt well prepared and ready. We were impressed with the resilience many children showed when confronted by particularly tricky questions, and couldn't be more prouder of them for their efforts.

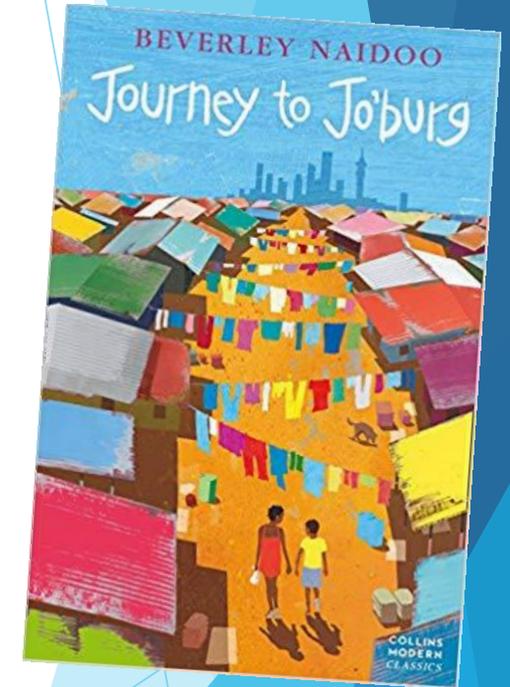
In the final furlong, we have been preparing for our next chapter - the move to secondary school - by attending various induction days, participating in transition workshops, and of course, practising for our leavers' show.



What have we been learning about in English this term?

In English, we unpicked good quality texts – both poetry and prose - to examine how writers created particular effects through their choice of grammar and vocabulary. We continued with our ‘purple pencilling’, which is up-levelling, editing and proofreading our own work to ensure it is suitable for audience and purpose. As well as writing descriptive storm pieces inspired by the opening scene from *The Tempest* and producing artwork on the same theme, we also wrote an unusual first person narrative as a red blood cell! This was a piece of cross-curricular writing we enjoyed immensely as it was an opportunity to show off our scientific knowledge as well as story-writing skills.

After half term, we explored what life was like under the apartheid system in South Africa through the novel, “*Journey to Jo’burg*”. We wrote a diary entry as the protagonist in the story, a 13 year old girl called Naledi, as she witnessed the injustices of that system. Another piece of cross-curricular writing we produced was a persuasive speech based on the three Rs. Again, choosing grammar, levels of formality and punctuation to reflect purpose and audience was our focus.



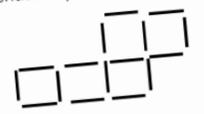
What have we been learning about in Maths this term?

As we geared up for the maths SATs, we practised appraising arithmetic questions: could it be solved mentally? Or would jottings and written methods be needed? Underlining key words, phrases and information in word problems was also a strategy we became very good at using as an efficient point of access in solving tricky reasoning questions.

1. Move 3 matchsticks to change 3 equilateral triangles into 4 equilateral triangles.



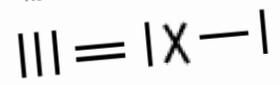
2. Move 2 matchsticks to change 5 identical squares into 4 identical squares.



3. Make 5 triangles from 9 matchsticks.



4. Move 1 matchstick to make this calculation, written in Roman numerals, correct.



5. Move 3 matchsticks to make 3 rhombuses.



6. Add 5 matchsticks to create 8 triangles.



After SATs, we had more opportunities to enjoy investigative and brain-bending maths puzzles. Some required manipulation of resources, whilst others were geometry-based, all of which we enjoyed, having focused last term mainly on number fluency. During Money Maths week, we looked at budgeting and practised balancing income and expenditure, considering the wider implications of how we choose to manage our finances. We touched upon the concept of interest rates and how knowing how to work out percentages enables us to evaluate the value for money of various account options.

What have we been learning about in Science this term?

Building upon learning from previous years, our final topic was 'Animals Including Humans'. Using mind maps, as we have done throughout our science learning, we recalled prior knowledge such as how the heart rate increases with exertion, before we looked in detail at what exactly is happening inside our bodies. First, we looked at the circulatory system and marvelled at how this amazing, complicated super-highway keeps us alive: we studied the heart and its four chambers, examining how the blood is pumped into the lungs where it is oxygenated, then returned to the heart and vigorously pumped out to the rest of the body, where it delivers vital nutrients, oxygen and water.

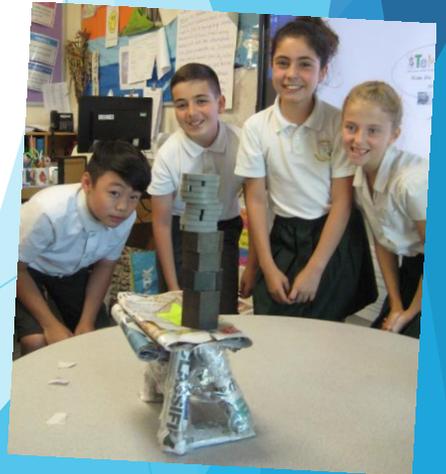
Next, we considered the effect of diet, exercise, drugs and lifestyle on how our bodies function. Many interesting points were raised in class discussions, and we all agreed that it is our own individual choices that will affect not only quality of life but more often than not, lifespan, as evidenced by much scientific research that we uncovered in our investigations. We recognised how mental health and wellbeing was also linked to the lifestyle choices we make and how we look after our physical bodies.



What have we been learning about in Creative Curriculum this term?

Earlier in the summer term, we refined our painting skills, as we worked with a very limited palette of white, black and blue, to create realistic storm scenes, as inspired by our text, *The Tempest*, as well as various storm poems and descriptive extracts.

During Creative Curriculum week, where the focus was on the three Rs, we considered the impact of our own efforts as individuals, as a school, and as a nation, on our planet. We discussed various ways in which we implement the 3Rs in our own homes and how we can take it further. We ensured everyone knew where our local recycling centres are, and had a bring and buy sale (where we managed to raise a respectable £29 in one afternoon!) to reduce the amount of re-useable items going to landfill. We learnt about the production of electricity and recognised that reducing our use of it is a way we can help the planet. As a fitting finale to the topic, we participated in an enjoyable cross-curricular STEM challenge – in small groups, we recycled old newspapers to build ‘the strongest possible table’. Competition was fierce and brains were stretched to the limit as we applied our scientific knowledge as well as design and technology skills to this task.



What have we been learning about in Computing this term?

- ▶ We have worked collaboratively to produce marketing materials for the app we have been developing this year.
- ▶ We have created a poster or flyer which advertised our app to its best advantage, in order to make it desirable to a wide audience.
- ▶ We have begun to look at how a simple website is constructed and what are the elements required to develop one.
- ▶ We have started the process of filming a short video, again to demonstrate the effectiveness of our app.



What have we been learning about keeping ourselves Safe/Wellbeing/PHSE?

- Independence - showing an assertive nature without being rude or thoughtless.
- Staying safe online - How to make sure that we are behaving responsibly and being empathetic towards others.
- Reflection - considering how we acted in certain situations and whether that was the correct thing to do.
- Mental health and wellbeing - revisiting and reinforcing those strategies that we can use to relieve stressful situations to maintain our wellbeing.