

Dear Parents and Carers,

I hope you have all had an enjoyable Easter break, and have managed to make the most of our new found freedom!

This letter will outline what we aim to cover in the summer term in Hedgehog class, bearing in mind that lots of additional transition activities are also likely to take place.

History and Geography

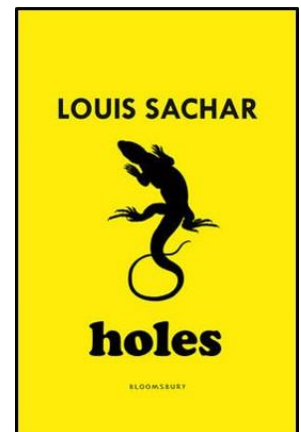
Our main topic for the summer term is 'Evolution and Inheritance'. This overarching theme will cover our English, History, Geography, Science and Art lessons this term. Throughout this topic, we shall explore the origins of evolutionary theory, and look at how both humans and animals have adapted over time to their environments. We will focus on Australia and how different animals have adapted to the dramatically different regions (deserts, forest, and coastal regions). We will create our own aboriginal artwork and explore some traditional aboriginal stories in English.

English

We shall start this term reading the text 'Holes' by Louis Sachar. This will be the basis for a topic all about creating a flashback narrative.

We will then revisit some previous writing styles from Year 5 and earlier in the year, to make sure they are all practiced before finishing Year 6.

We will continue to cover SPaG within English and Guided Reading sessions, as well as separate SPaG lessons on occasion.



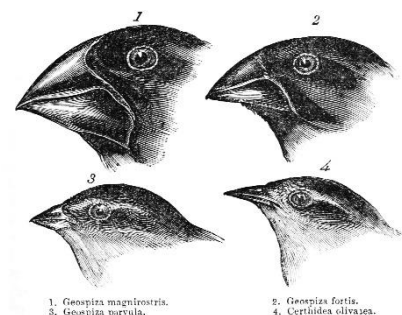
Maths

This term we will cover the topics: properties of shape, statistics, algebra and ratio. These topics will incorporate some of the learning missed in Year 5 as well as Year 6 objectives. We will spend time revising and revisiting all topics from this year, in preparation for end of year assessments and secondary school handovers.

We will also continue to regularly practice times tables and arithmetic, using DoodleMaths and TT Rockstars.

Science

This term in Science we shall cover 'evolution and inheritance' and 'living things and their habitats'. This should link with all our topic work and these topics will be taught through as much practical activity and experimentation as possible, with children continuing to plan and design their own investigations.



P.E.

Year 6 will have P.E. on Thursdays for the first half term and Fridays after May half term; both sessions with Mr Cave our sports coach. We will also continue to run the 'Golden Mile' twice a week, so could children please have P.E. kit in school all week, so they can change into their trainers for the Golden Mile.

R.E.

This term we will study Agape, and the Christian beliefs surrounding this. Children will explore the meaning of Agape. They will explore the Christian belief of unconditional, selfless love as demonstrated by Jesus. They will understand how this love translates into the lives of Christians and begin to explore the intricacies of secular good acts and good acts motivated by faith.

Homework

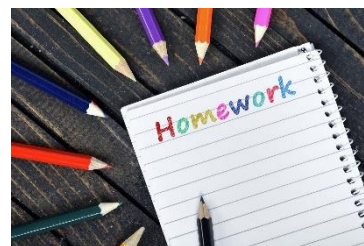
Homework will continue to be set weekly and children should spend short periods throughout the week on it.

1 x Reading Homework (4x throughout the week)

1 x Maths Homework (approx. 30 minute activity)

1 x English/ Spelling/SPaG Homework (approx. 30 minute activity)

The work will generally be set on a Friday and should be handed in the following Wednesday. Homework will also be available on Google Classroom, but some will be in the Year 6 CGP books they used over home learning.



We ask that as parents you continue to sign the planner at the end of each week and write any relevant comments in the box. We will sign it at the beginning of the following week. Children should be reading at least 4 x per week for a sustained period of about 25 minutes each time. They should mark the days that they read at home in their planner on the side which is labelled 'completed at home'.

As always, if you have any questions or concerns throughout the year, please do not hesitate to contact me via Class Dojo or by emailing the school office.

I'd like to thank you for all your support so far this year, and look forward to working together for this final push to the end of Year 6.

Many thanks,

Jess Morris