

Year 6 news

Term 6, Week 3



English:

The children have been discussing a variety of different comprehension questions and how to best answer them. They have also been working together to talk through their own answers to specific questions – discussing how we may have different answers and why. The children have been comparing their answers to the mark scheme – gaining a better understanding of what is being asked.

Maths:

The children have recapped geometry, fractions, square and cubed numbers, long division – amongst other maths areas. We have been discussing specific word problems - modelling how to best set the problem out and how to solve them. We have been discussing how to look at the answer found in context to the problem – the children found this helpful. We have also been continuing to work on our times tables.

French:

The children continued to practise words and phrases that may come in handy during our trip to France.

SATs:

Next week, the children will be taking their SATs tests. They have all worked with determination and perseverance and they are all as ready as they'll ever be. The tests are nothing for the children to worry about – the children have done a few practice tests, so they know exactly what it's all about, and they will do the best they can. I would ask you please to ensure your son/daughter goes to bed at an appropriate time and that they have a good breakfast before they come to school each morning.

Tests administration:

Monday: Punctuation & Grammar test, Spelling test

Tuesday: Reading test

Wednesday: Arithmetic test, Maths reasoning test

Thursday: Maths reasoning test

PSHE:

We continued our work on *relationships*. This week's learning was to understand how to look after your own mental health and how to be able to help yourself – and others – when worried about a mental health problem.



Science:

We continued our learning about *Living things and their animals*. This week, we learnt more about how to classify animals. We re-capped some of the vocabulary that is important to know for this unit: mammals, reptiles, vertebrates and omnivores amongst others. The children then sorted the animals given according to: mammals, amphibians, reptiles, birds and fish, and also according to nutrition.

RE:

This term's topic is called, *Universal* and we are looking at what can be done to reduce racism. The children talked about what racism is and why it is unfair. We looked at texts from holy books from different religions and identified that they all speak about treating everyone with fairness and goodness. The children then studied 6 examples of racism; we then discussed which one was the worst example and why. The children then worked on their own charter to reduce racism.

