

## Year Group Leader update – Year 6

### Class Trees

This academic year, children transitioned to Year 6 retaining their tree names, which enabled them to maintain their class identity at Lathom Junior School. As a team, they worked collaboratively to create 3D displays of their trees: Class 16, Oak; Class 17, Lime; Class 18, Maple; Class 19, Juniper and class 20, Pine. Children wrote their goals for the year on the leaves of their trees.



Oak class



Lime class



Maple class



Juniper class



Pine class

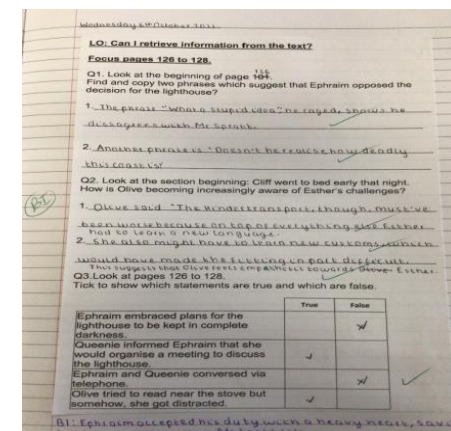
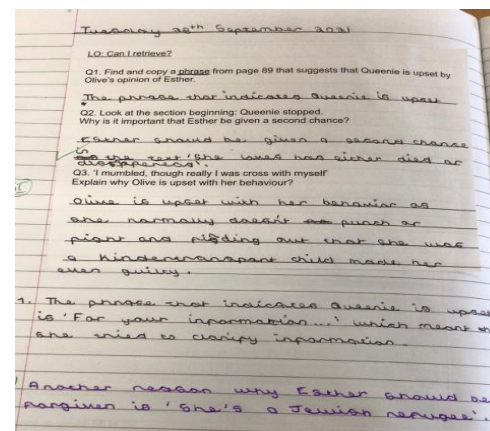
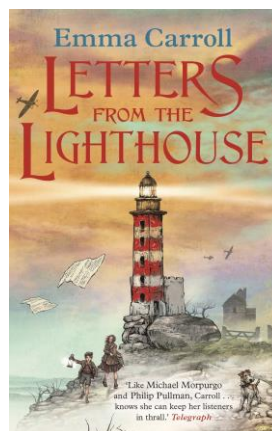
### Guided Reading

This term, students explored the core text, *Letters from the Lighthouse* by Emma Carroll, which is an amazing historical novel set in the Second World War and packed with mystery. The protagonist, Olive Bradshaw is a heroine indeed as her family experiences unfold as she faced the terrible effects of the war.

On Mondays to Wednesdays, the focus is on developing reading fluency using three focus pages from the core text and improving comprehension skills. First, the teacher or a more able reader model reads then this is followed by echo reading with a group of children or individuals.

Then, children are given the opportunity to read in pairs and then silently read. As a class, they discuss one or two unfamiliar words from the text and use clues in the text to determine their meaning. The *snowballing* technique is used as the teacher answers the first question linked to the focus pages. This term's focus was on the comprehension strand, retrieval and children were exposed to a wide range of questions linked to this skill.

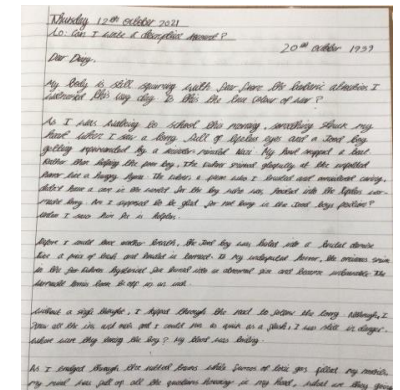
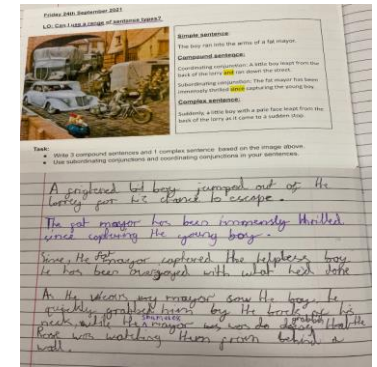
On Thursdays to Fridays, children work in their Reading sets and engage in exam practice which includes both fiction and non-fiction texts. During these sessions, they are exposed to a wider range of question types: explain, infer, vocabulary, predict, summarise, and compare.



This term, the core text, *Rose Blanche* by Christophe Gallaz and Roberto Innocenti is used as a stimulus for writing an eyewitness account and a descriptive recount (diary). Rose Blanche – a fictional German girl – observed the departure from her small town of German troops heading for the eastern front against the Soviet Union. Later, she watches as a little boy (clearly Jewish) escapes from the back of a battered vehicle. Out of curiosity, Rose follows the lorry's track to a concentration camp where pyjama clad prisoners with yellow stars stand behind barbed wire.

In preparation for the longer writing task, children explored expanded noun phrases and figurative language as tools for enhancing description of settings found in the core text. Then, they explored a character's thoughts and feelings through use of freeze frames and thought tapping (revealing the inner thoughts of Rose and different characters from a given image). Children practised using precise vocabulary especially when considering the character's feelings, specifically Rose's, when they can to align adjectives along a continuum and chose the word that best describes the character and provided a justification. Then, they recapped their knowledge of various sentence types and formulated simple, compound and complex sentences.

The next writing outcome was a non-chronological report which is based on their current History learning – World War II. First, children worked in mixed ability groups and compared non-chronological reports by discussing the purpose, audience, form, comparison and effectiveness. Then, they highlighted the structural and language features from a model text. Children explored a wider range of clause structures including varying the position of subordinate clauses in complex sentences. We referred to subtopics linked to World War II (rationing, evacuation, the Blitz) in order to study how cohesive devices can be used within sentences and across paragraphs. With practice, children became more confident when choosing the appropriate adverbial of cohesion to link statements, for example, cause and effect, emphasis and addition.





Wednesday 13<sup>th</sup> October 2021

LO: Can I compare non-chronological reports?

**Compositional Report!**  
The purpose of Text A (Celebrating the NHS) is to let everybody understand what the NHS does and its history. Text C is the main report. I think Text C is the main report as it included more pictures making it more attractive to the reader.

With Text B (The Greatest Ship Ever Made) it could be for a story children as it contains lots of formal language such as 'losing a monumental \$1.1 million' it seems to have more than one facts.

A similarity between all of the texts is that they all have pictures. Some are in colour whilst others are in black and white. Text A and B both included sub-headings such as 'The Ship itself' and 'When was the NHS founded'.

After reviewing Text C (The Battle of Britain) I can see that the text mainly uses bullet points. Text A mainly has bold words that

Thursday 14<sup>th</sup> October 2021

LO: Can I identify the key features of a non-chronological report?

The text 'Greatest ship ever made' is a very interesting text. It includes features like a title, paragraph, clause etc. I found out an introduction was included to describe the purpose of the text - the Titanic. The introduction is also used to hook the reader in and want them to read more. In addition a range of adverbials have been used to create cohesion within sentences, when presenting factual information for instance, in paragraph 1 the adverbials 'before' and 'suddenly' have been used.

Also Subtitles are used to tell the reader what the paragraph about. Pictures are there so when a reader sees the image, it becomes more clear in their head and they understand the text more. Authors use titles so when the reader looks at the title they will have an idea of what it's about.

Monday 13<sup>th</sup> October 2021

LO: Can I identify the features of a non-chronological report?

**Shooting for the Stars**

**Our Planet** Subheading  
We live on planet Earth. Our planet is covered in land and water.  
3p/Person

In the water, there are lots of amazing fish and sea creatures.

On land, we build houses, grow plants and take care of animals.

**Our Solar System** Subheading  
The Sun is at the middle of our solar system. There are 8 planets in our solar system that all move around the Sun.  
The planet closest to the Sun is Mercury.  
The planet furthest away from the Sun is Neptune.

**The Moon** Subheading  
The Moon travels around the Earth. Astronauts travelled to the Moon in a rocket to see what they could find.

**Did You know?**  
The first astronaut to land on the Moon was Neil Armstrong in 1969.

## Mathematics

These sessions commence with a starter based on quick-fire fluency questions and then, the lesson's topic is introduced followed by teacher modelling of the methods or strategies. In pairs, children are given the opportunity to practise the mathematical skill and then move on to their independent tasks, which consists of fluency, reasoning and problem solving. Children's tasks are differentiated based on their Maths set.

At the start of the term, we studied the unit, Number and Place Value. First, children had many opportunities to work in pairs and represent numbers using various strategies. This helped to deepen their understanding of the relationship between different units when they partition numbers and moved on to comparing and ordering numbers to one million. Then, children were able to round any number within ten million and solve problems involving estimation. Decimals were introduced in a similar fashion as integers – giving children opportunities to identify, partition, compare and order decimals up to three decimal places. Then, we focused on the number operations: addition, subtraction and multiplication. They practised adding and subtracting numbers with more than four digits using formal written methods and applied their knowledge by answering reasoning and problem-solving questions. On Fridays, children engaged in 'test practice' for both arithmetic and reasoning to develop their pace and to expose them to various test strategies.

**Fluency**

1. A cricket club sell 245 adult tickets, 117 children's tickets and 100 over-65s tickets. At the next match, they sell 84 fewer tickets in total. How many tickets do they sell for the two cricket matches in total? 1,150

**Cricket club ticket sales**

Match	Adults	Children	Over-65s
1	245	117	100
2	161	33	16

**Reasoning / Problem Solving**

1. Which calculation has the closest answer to 10,000?

7,509 + 3,017  
13,841 - 4,002  
3,944 + 6,008

How do you know? Explain your reasoning.

9,951 is the closest to 10,000.

**Vocabulary**

Word	Meaning
Partition	To divide into parts
Estimate	To guess an amount
Compare	To look at the similarities and differences between two things
Order	To arrange in a particular way
Identify	To recognize or point out as being a particular person or thing

**Questions**

1. What is the difference between the most expensive sofa and the most expensive chair? £1,200

2. What is the difference between the most expensive sofa and the most expensive chair? £1,200

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**Reasoning / Problem Solving**

4. Using every digit card once, make the smallest possible number.

5. Anora is trying to find the number halfway between 2.5 and 3.7. Explain how she can do this and find the correct answer for her.

6. What is the difference between the most expensive sofa and the most expensive chair? £1,200

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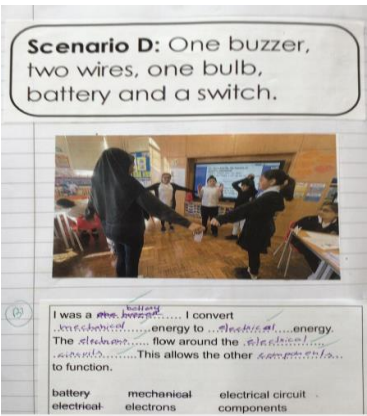
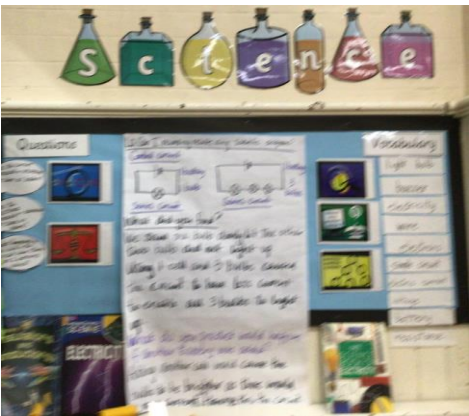
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Science

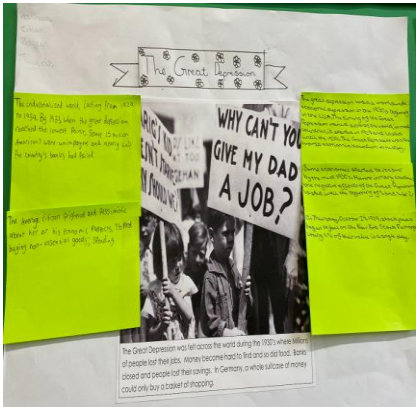
Children studied the scientific concept, ‘Electricity’ and immersed themselves in an exploration activity requiring them to refer to previous learning and build a simple complete circuit. Then, children compare circuits and report their findings based on the following factors: changes in the current, changes in the resistance, brightness of the bulb and sound of buzzers. In groups, children worked collaboratively as they investigated how the brightness of bulbs in a series circuit changes, depending on how many components are in a circuit. Their results were presented using scientific diagrams.

Given scenarios, children use role play to describe the function of electrical components, for example, using dialogue to portray an individual role in the circuit. Then, children planned a fair test based on the research question, ‘Does the length of the wire affect the brightness of the bulb?’ and used an Ammeter to measure current flow during this session. They noted the role of the dependent and independent variables in this experiment and recorded their results in tabular format including a conclusion.

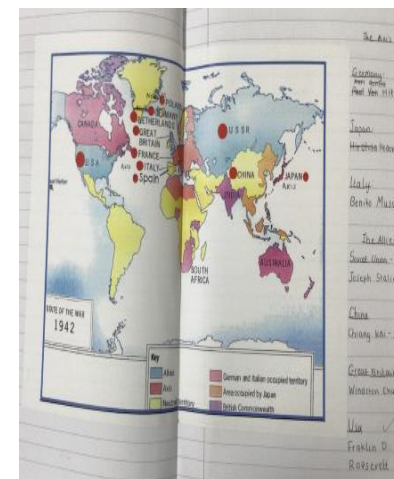
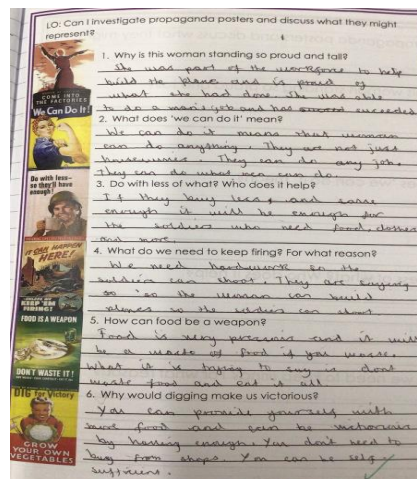
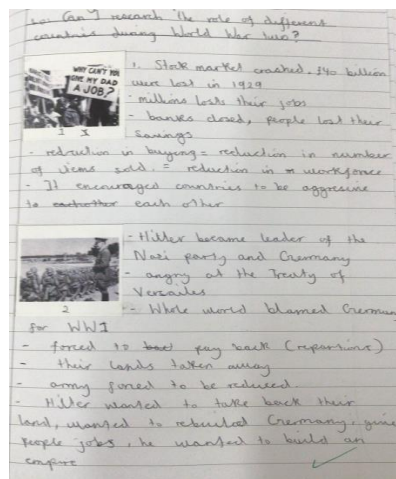


History

This term’s History topic is *The Battle of Britain, World War II*. This unit commenced with role play as children showcased the various factors which contributed to World War II. Then, children first located several countries on a world map and then researched the role of different countries during the Second World War (including the Axis, the Allies and neutral countries). Children worked in pairs as they researched their own lines of enquiry linked to World War II. Given a selection of propaganda posters, children analysed the messages they convey. In trios, children used clues to predict how the event contributed to Germany’s surrender.







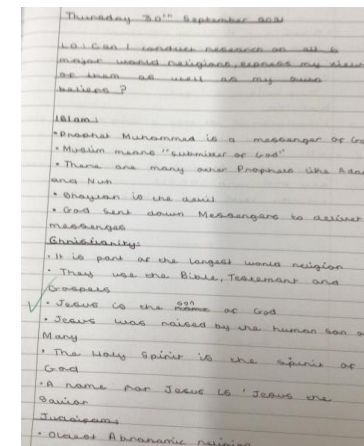
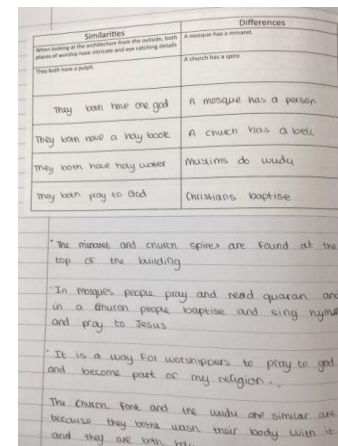
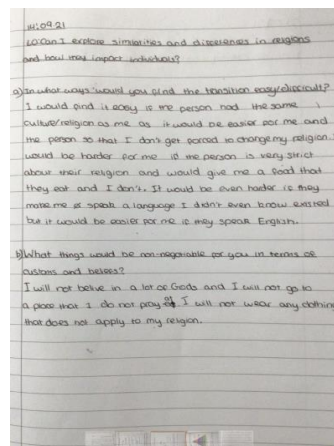
## RE

In RE, the fundamental question this term is '*What similarities and differences do religion and world views share?*'

First, children compared the world's main religions and world views and discussed their impact on individuals. In addition, they expressed their own views as well as their own beliefs.

Then, they compared the features that constitutes a church and a mosque using technical vocabulary in their descriptions.

Different viewpoints regarding life after death were presented after conducting research on six religions.



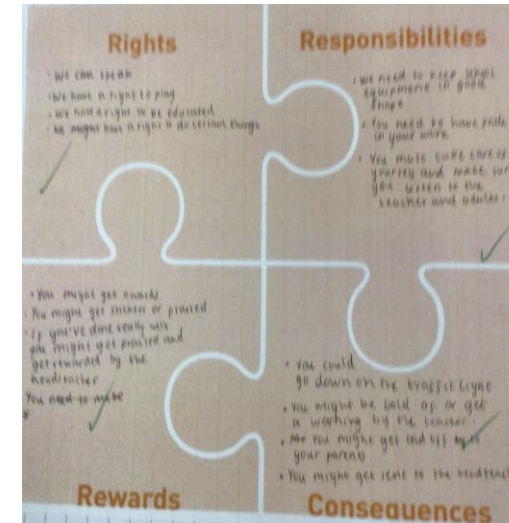
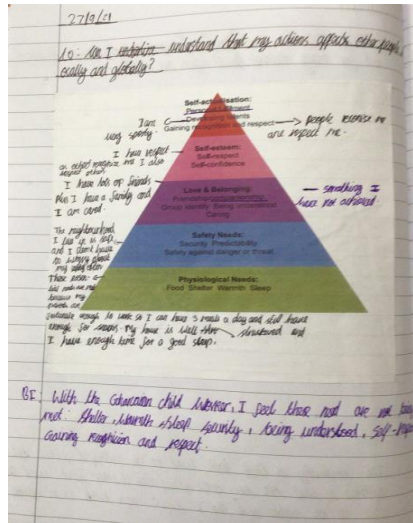
## PSHCE

This term, we explored the topic 'Being me' and commenced by identifying our goals this year. In addition to this, children understood their worries and fears and how to express them. Then, they discussed the universal rights for all children and recognised that not all children are privileged to enjoy those rights.

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>



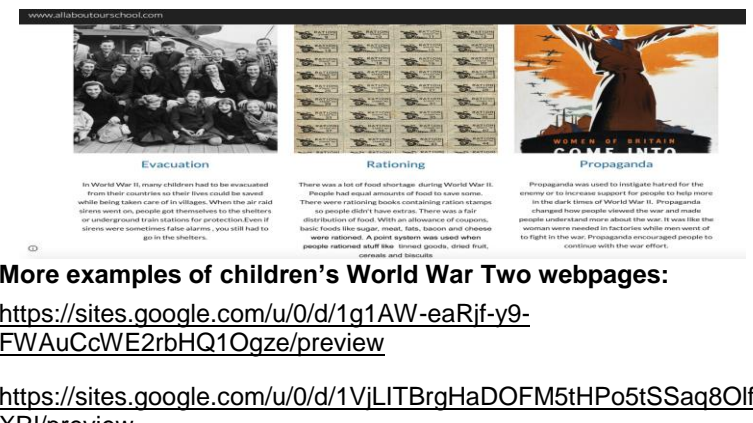
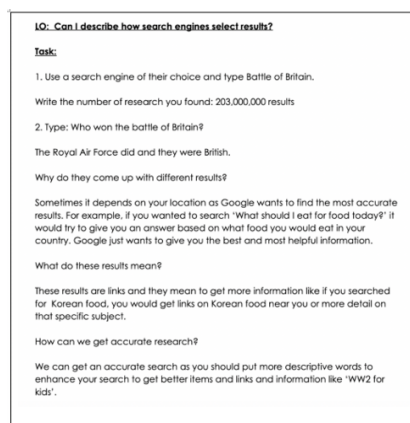
A case study set in Ghana, East Africa was used to help children to identify the rights that are not met as they work on cocoa farms.



## Computing

The first session of Computing focused on Online Safety. By the end of this lesson, children were able to demonstrate the use of a search tool and access online content which can be reused. Next, they were able to make references to and acknowledge sources they used from the internet.

This term's scheme of work is web page creation and in the first lesson, children explored and reviewed existing websites and evaluated their content. Then, they examined the different layout features available on Google sites and created their own web pages based on their current History learning (World War Two) using Google sites.



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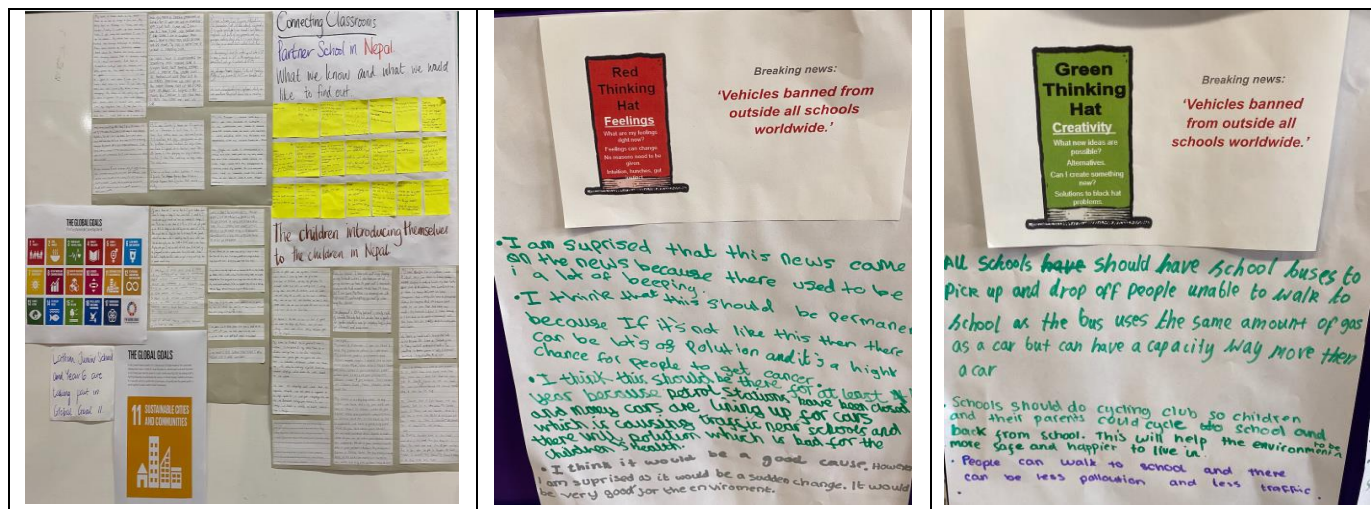
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## Connecting Classrooms

This term, Year 6 (along with other year groups) have embraced a global project – Connecting Classrooms, which is in partnership with the British Council. Its aim is to help students understand world issues and equip them with the knowledge, skills and attitudes required to make a positive contribution.

First, children were given the opportunity to share information across digital platforms about their school and community with their partner school in Nepal. Children described what daily life, teaching and learning is like in Year 6 and explained how information communication technologies are used at Lathom Junior School.



In groups, children explored an image and completed a layered inference activity based on a polluted city. They then shared their thoughts by offering precise observations and well-reasoned inferences.

## Black History Month

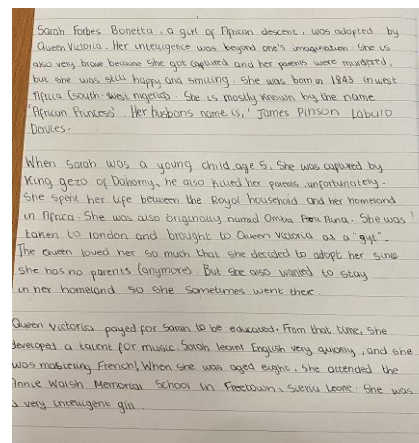
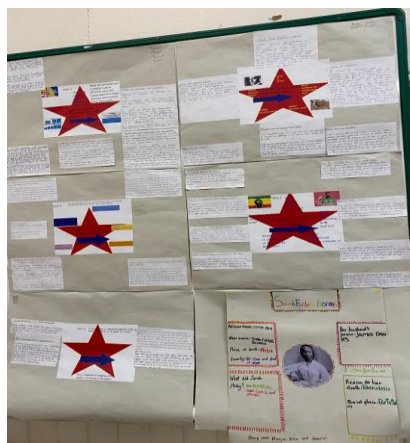
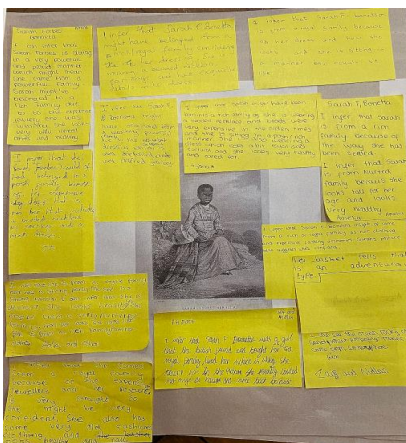
Initially, Year 6 students discussed the significance of Black History Month by working on group tasks and explored the origin, obstacles and benefits of Black History Month. Then, each group presented their findings to the class and encouraged further discussion.

*Sarah Forbes Bonetta* was introduced by using an image and children formed inferences about her life. Then, they generated questions pertaining to her life and used these as the sub-headings for planning a non-chronological report. Children used chrome books to access reliable online data sources to conduct research about Sarah Forbes Bonetta and then wrote non-chronological reports.

Then, children engaged in team work as they researched black Britons during the Victorian era such as Mary Seacole, Mary Prince, William Cuffay and Arthur Wharton.



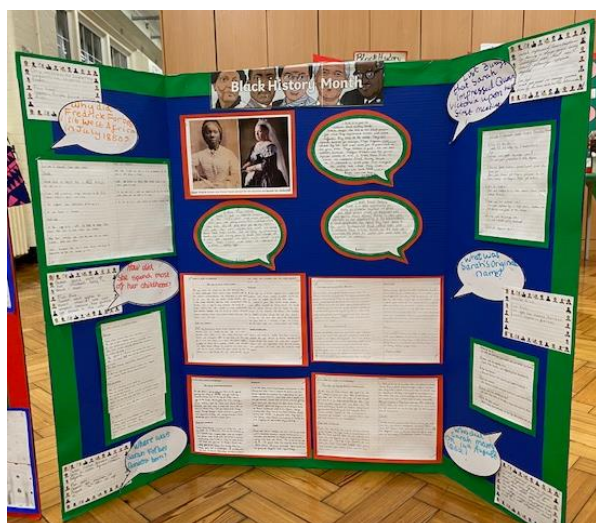




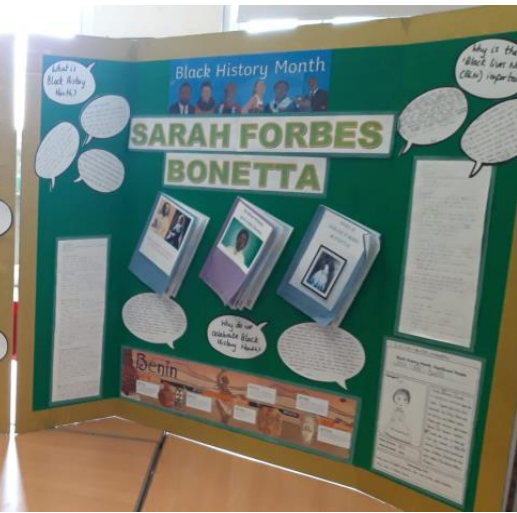
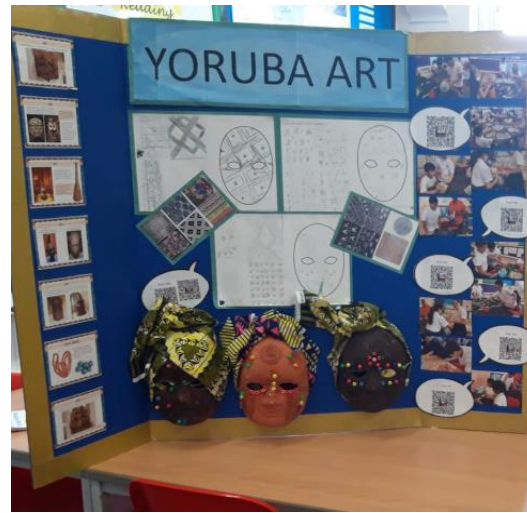
## Art

During Art sessions, children were introduced to different forms of Yoruba art and varied skills including woodcarving, sculpture, metal work, textiles and beadwork. In small groups, children used papier-mâché, masks, beads and Yoruba textiles to create Yoruba masks (refer to the video explanations provided by Pine class below).

On Thursday 21<sup>st</sup> October 2021, Year 6 classes held their exhibition and each class had the opportunity to view their excellent learning. Each class also produced a video presentation of their learning during Black History Month.







Students from Pine class also provided detailed instructions for creating Yoruba masks.  
Please scan the QR codes below for step-by-step instructions.

