

Our topic this half-term is called: **'What does it mean to be healthy, both physically and mentally?'** with PSHEC, Science and Design & Technology leading with lots of cross-curricular with links also to English and Physical Education.

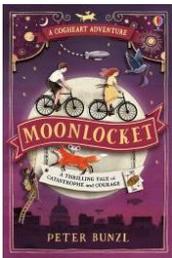


As **writers**, we will be planning and writing, both non-fiction and fiction pieces of writing. To start with, we will be researching the life and achievements of Sir Mo Farah in detail to produce a biography using: the correct form and register; a range of organisational and presentational devices to structure our texts and guide the reader whilst also making use of appropriate vocabulary and punctuation choices for effect. Towards the end of the half term, we will switch to studying the book, 'The Templeton Twins', by Ellis Weiner. We will learn how to describe settings, characters, atmosphere and integrate dialogue to convey character and advance the action.

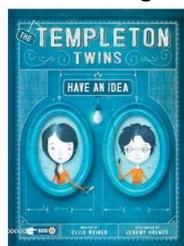
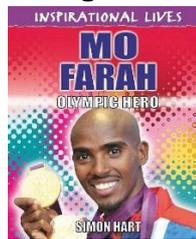
As **readers**, we will be continuing to work on developing our reading fluency and comprehension. We will use a number of strategies to develop our fluency, which in turn will allow us to understand what we are reading with greater accuracy. Independently we will work on skimming and scanning to find, give and explain the meaning of key words (Word Wolf / Dark Decoder) and phrases in their given context. Furthermore, we will explore how to retrieve information (Rocket Retriever) and construct informed and accurate responses. In addition, we will make inferences (Crimson Clue Hunter) from a range of texts. To ensure we explain and justify our inferences, we will discuss and talk through modelled examples then independently find evidence from the text to support our own point.



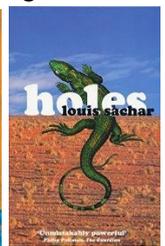
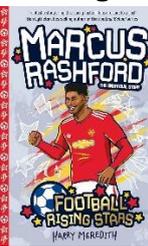
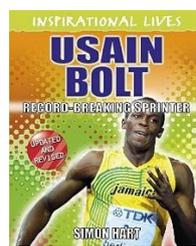
## Our class novel



## In English we will be reading



## In whole class reading we will be reading



As **mathematicians**, we will be developing our understanding of numbers by studying the value of digits within numbers up to 10,000,000. We will learn and secure mental and written methods for adding and subtracting and apply these within arithmetic, reasoning and problem-solving questions. To secure our knowledge of the four operations, we will study both multiplication and division also, developing our understanding of how to use both mental and written strategies to solve reasoning and problem-solving type questions.



As **designers**, we will be designing and making our very own pizza dough. Throughout this process we will be evaluating that are already available on the market and using inspiration from a recognised chef to create our own recipes.

As **sports people**, we will be learning the key skills needed to play Tag Rugby. These activities will be modified, given the current guidance, so will be based on attack v defence (using static defenders). Children need to wear their PE kits to school every Friday.



As **scientists**, we will be learning all about the human circulatory system, describing the functions of the heart, blood vessels and blood. We will also develop our understanding of diet, exercise, drugs and lifestyle on the way our bodies function. Finally, we will learn about how nutrients and water are transported within animals, including humans.

As **linguists**, we will be learning about food every Thursday afternoon with Mrs Boswell. We will learn how to: answer questions about drink choices; write sentences to express our choices; and use adjectives to describe our choices.



As **computer users**, with Mr Smith every Thursday afternoon, we will continue to code in a practical way using the BBC Microbit to solve real-life problems. Projects will include a times table tester, toy pet (think Tamagotchi) and an alarm clock using inputs, variables and outputs.

As **educated citizens**, we will be learning about how to keep ourselves healthy – physically and mentally. Full details can be found at the end of this newsletter. Our whole-school value this half-term is **Kindness**.



### Y6 Mental Health

- understand that mental health is just as important as physical health and that both need looking after
- recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- recognise conflicting emotions and when these might be experienced
- explain how feelings and emotions change over time
- identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network
- identify feelings people might experience when starting a new school / moving to secondary school
- identify ways to positively manage the move to secondary school
- recognise common causes of worry, challenges and opportunities that may be part of this transition
- identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them

### Y6 Medicines, Bugs and Drugs

- Understand the law on supply, purchase and use of common drugs
- Know the short- and long-term effects and risks (including behaviour, accidents, assault, criminal involvement) of common drugs
- Understand that being informed and making good decisions can help them to stay safe around common drugs
- The influence of the media and online platforms on health choices

### Y6 Body image and the media

- Understand the concept of appearance ideals and where pressure to achieve comes from
- Understand how images and messages are often manipulated by different forms of media
- Develop strategies to resist appearance pressures, avoid comparing themselves, challenge appearance ideals and build body confidence
- Challenge stereotypes in the media
- Understand the importance of self-respect and how this links to their own happiness

### Y6 Friendships and Anti bullying

- to recognise and explain:
  - what my triggers for anger are
  - how our bodies change when we start to get angry
  - some ways to calm down when I start feeling angry
  - some ways to calm myself down
- know that sometimes difference can be a barrier to friendship
- recognise when I or other people are prejudging people and make an effort to overcome my own assumptions.
- know how it might feel to be excluded or treated badly because of being different in some way
- see a situation from another person's perspective
- know how my behaviour is linked to my thoughts and feelings

- understand that boundaries are appropriate in friendships with peers and others.
  - stop and try to get an accurate picture before I react
  - explain the difference between direct and indirect forms of bullying
  - explain some of the ways in which one person (or a group of people) can have power over another
- tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one

### **Y6 Personal safety**

- Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- know where to get advice, for example family, school or other sources
- understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

### **Key Vocabulary**

**Science:** circulatory system, skeletal, muscular, organs, heart, lungs, blood vessels, aorta, atrium, ventricle, artery, vein, pulmonary, superior vena cava, bronchus, bronchiole, diaphragm, air sacs, alveoli, capillary, intercostal muscles, diet, exercise, nutrition, nutrients, food, water, cells, vitamins, minerals, protein and fibre.

**PSHEC:** mental health, emotional wellbeing, physical health, emotions, conflicting emotions, positive actions, support network, obesity, triggers, barrier, prejudging, assumptions, perspective, strategies, body image, ideals, pressure, manipulated, stereotypes, drugs, effects, risks and informed decisions.

**Y6 Key Words:** communicate, conscience, convenience, criticise, desperate, develop, embarrass, environment, exaggerate, explanation, familiar, hindrance, identity, interfere, leisure, muscle, necessary, persuade, physical, prejudice, dedicated, profession, pronunciation, recognise, relevant, recommend, rhythm, sacrifice, shoulder, signature, stomach, sufficient, symbol, system, thorough, variety and vegetable.

**Homework: Reading targets** are checked every **Thursday**. Children will be expected to complete at least one reading quiz a week (80+%) to achieve their reading target. Remember, plenty of reading please with an adult, so support can be provided with unfamiliar vocabulary and checking for understanding. You might find our reading videos useful which are on our website: <http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

A reminder that homework for spellings and timetables are no longer being set because we want to prioritise time at home for home reading. Children can choose to practise spellings and times tables at home if they wish.

Thank you for your continued support.

The Year 6 Oak team