



# Year Six: Express

Project Question:

## How can we use our values to shape our future choices?

Project Values:

<b>Courage</b>	Having the inner strength to do something when it is hard to do.
<b>Choice</b>	Making the decision to do or not do something.
<b>Strength</b>	Having inner self-belief and determination.
<b>Individuality</b>	The quality or character of a person that makes them different to others.
<b>Value (worth)</b>	How important someone or something is seen as being.

### School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





# Year Six: Maths



Here are some calculation strategies to help you with SATs revision. These are the methods we use in Arithmetic.

### Adding Fractions

$$\frac{3}{7} + \frac{2}{3} = \frac{9}{21} + \frac{14}{21} = \frac{23}{21} = 1\frac{2}{21}$$

$$\frac{1}{3} + \frac{2}{6} = \frac{2}{6} + \frac{2}{6} = \frac{4}{6} = \frac{2}{3}$$

### Subtracting Fractions

$$\frac{1}{2} - \frac{3}{7} = \frac{7}{14} - \frac{6}{14} = \frac{1}{14}$$

$$\frac{3}{2} - \frac{2}{5} = \frac{15}{10} - \frac{4}{10} = \frac{11}{10}$$

### Add & Subtract Fractions

\* Common denominator;  
\* Convert → arrows;  
\* Add or Subtract numerators.

$$\frac{1}{3} + \frac{1}{6} + \frac{5}{8} = \frac{8}{24} + \frac{4}{24} + \frac{15}{24} = \frac{27}{24} = 1\frac{3}{24}$$

### Multiplying Fractions

\* × num  
\* × denom  
\* simplify

$$\frac{3}{4} \times \frac{2}{5} = \frac{6}{20} = \frac{3}{10}$$

\* W N over 1  
\* × num  
\* × denom

$$\frac{3}{7} \times \frac{5}{1} = \frac{15}{7}$$

### Dividing Fractions

K C F

$$\frac{2}{3} \div \frac{5}{1} = \frac{2}{3} \times \frac{1}{5} = \frac{2}{15}$$

### Converting Mixed & Improper

\* 2 arrows  
\* × and +  
\* note the ×  
\* + new num.  
\* KTOTS!

$$2\frac{1}{4} = \frac{9}{4}$$

\* num: den  
\* whole no.  
\* remainder is fraction

$$\frac{17}{6} = 2\frac{5}{6}$$

### Dividing Mixed Numbers

K C F

$$1\frac{2}{3} \div \frac{6}{1} = \frac{5}{3} \div \frac{6}{1} = \frac{5}{3} \times \frac{1}{6} = \frac{5}{18}$$

\* W N over 1  
\* Convert Mixed No.  
\* Multiply the N&D.

$$2\frac{2}{3} \div \frac{5}{3} = 3\frac{1}{3}$$

### Fractions of Amounts

\* ÷ by denom.  
\* × by num.

$$\frac{5}{9} \text{ of } 5418 = 3010$$

$$5418 \div 9 = 602$$

$$602 \times 5 = 3010$$

### Decimal Multiplication

					27.8
					× 67
					1946
					16680
					1862.6

\* Decimal in Answer first!

					354
					× 64
					1416
					21240
					22656

Be a hero. Remember the zero. Don't be sad! It's time to add.

### Long Division

$$3640 \div 15 = 242 \text{ r } 10$$

15	3640
30	↓
64	↓
60	↓
40	↓
30	↓
10	

- 1 - multiples (add)
- 2 - divide using multiple list
- 3 - subtract
- 4 - drop down



# Year Six: English

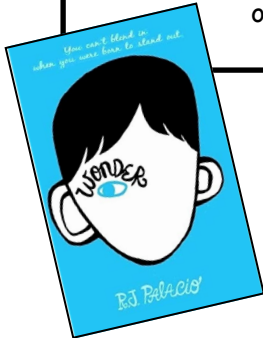
At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

## Writing to Entertain

Writing in role inspired by Wonder by R.J Palacio

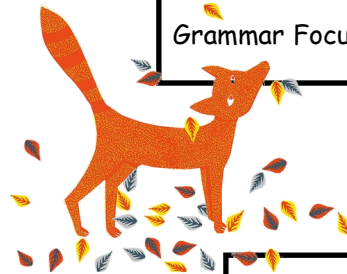
Grammar Focus: Direct and Reported Speech, varying sentence openers



## Writing to Entertain

Narrative based on the Fox and the Star by Coralie Bickford Smith

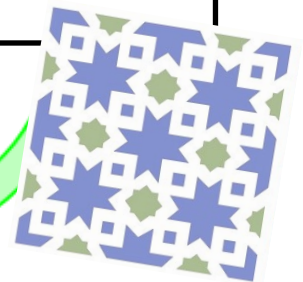
Grammar Focus: Figurative language



## Writing to Inform

What was Early Islamic Civilisation like?

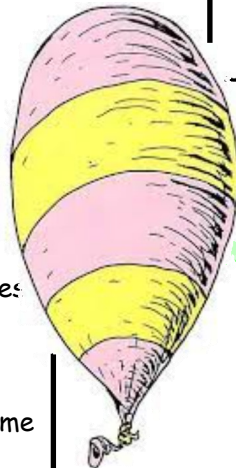
Grammar Focus: Grammatical features to help add information



## Writing to Entertain

Poetry inspired by Oh! The Places You'll Go! by Dr Seuss

Grammar Focus: Vocabulary, rhyme and rhythm



## Answering the Project Question

How can we use our values to shape our future choices?





# Year Six: Express



These are some of the important words we will be learning about during this project.

RE	PSHE RSE
Buddhism Symbol Enlightenment Four noble truths suffering Dharma wheel meditation	transition values identity range of emotions well-being

Art & Design	Music
<b>Develop</b> refine plan <b>Shape</b> form model construct  sculpture tools smoothing carving hollows pinching coiling colour wheel	<b>improvise</b> <b>compose</b> <b>combine</b> <b>organise</b> <b>rehearse</b> <b>perform</b> pitch duration dynamics tempo timbre texture silence staff treble clef bass clef octave time signature adagio andante allegro accelerando ritardando legato staccato  solo unison harmony



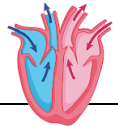
# Year Six: Express

## Science



### Animals including Humans




We identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. We describe the ways in which nutrients and water are transported within animals, including humans.



**Important Vocabulary:** Circulatory system, heart, oxygenated, de-oxygenated, veins, arteries, respiration, ventricle, aorta

## PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:

Respectful Relationships & Anti-Bullying	My Happy Mind	No Outsiders	E-Safety
<p>We learn about what it means to have happy and safe relationships. We explore how we can be a good friend and what this means for us at school. Our PSHE learning helps us to identify our special and important relationships and know who we can talk to if we have a worry or problem.</p> <p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol>	<p>During this term, we explore two different My Happy Mind modules.</p> <p><b>Relate:</b></p> <p>In this module we find out how to be a good friend. We think about how to listen actively to others and how to see things from a different perspective.</p> <p><b>Engage:</b></p> <p>In this module, we think about our future goals and how to set Big Dream Goals that support our happiness and achievements.</p> <p><i>You can access the Parent Portal of the My Happy Mind app for more information about My Happy Mind.</i></p> 	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> <li>Max the Champion</li> <li>My Grandpa is Amazing</li> </ul> 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Self-Image and Identity</li> <li>Health, Wellbeing and Lifestyle</li> </ul> 

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.



# Year Six: Express



Here are some ideas of activities you can try at home to help you learn more about this term's project.

## Read it...

Visit the website of your new secondary school and read up on key information. Write down any questions you still have ready for moving up day.



## Write it...

Think about your favourite memory from your time at St Mary's. Write a detailed account of it that you can keep hold of for the future.



## Draw it...

Draw, paint or collage an image of yourself to express what you think your future has in store for you.



## Make it...

Create a hopes and wishes jar for the next academic year at your new school. What do you hope to achieve?



## Visit it...

Visit somewhere that is special to you or your family. It could be somewhere that holds a special memory. Take a photograph of you there or bring in a souvenir to bring in and share.



## Memorise it...

Research the Early Islamic Civilisation and the city of Baghdad in 900AD and memorise 3 interesting facts that you can share with the class.

