



YEAR 6 NEWSLETTER

DATE: Friday 9th October

This week, we celebrated World Mental Health Week, taking time to focus on the importance of looking after our mental health and wellbeing. We discussed different strategies we can use when we are feeling worried, overwhelmed or stressed, and reminded ourselves how important it is to look after ourselves and talk to someone when we need support.



UPCOMING EVENTS

Heart HQ and Dissection Day- 13th October
End of Term- 23rd October

AFTER SCHOOL ACTIVITIES



ENGLISH

This week, Year 6 students have been busy writing their own suspenseful narratives inspired by *The Train to Nowhere!* We have been incredibly proud (and a little spooked!) by their first extended writing piece of the year. Students used intriguing vocabulary, descriptive language, dialogue and figurative language to build suspense and keep their readers on the edge of their seats, wanting to know what happens next!



SPELLINGS/PHONICS

We look forward to reading your sentences for the following words - remember they are due on a **WEDNESDAY**:

Group 1: Focus on remembering the **tricky or unusual part** of each word.

Group 2: Focus on words where the spelling **does not match the sound you expect**.

Group 3: Focus on using a **mnemonic or memory trick** for difficult spellings.

MATHS

In Maths, we have been focusing on short division, which we initially found a little tricky, but with lots of perseverance we have got there! We have been using our multiplication facts to support our division, carefully working through each step and remembering to carry any remainders into the next place value column.

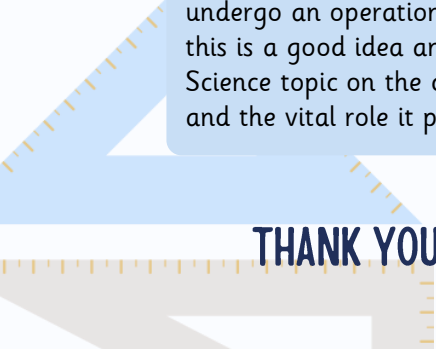
SCIENCE

This week, we continued our learning about the circulatory system, exploring its main parts and the two loops that blood travels around the body. Students brought their learning to life by creating their own hands-on circulatory system, using labels and physically walking the two loops to demonstrate their understanding. It was a fun and active way to bring science to life!



OTHER SUBJECTS

In Guided Reading, we have been reading *Pig Heart Boy*, where the main character is preparing to undergo an operation to receive a pig's heart. The children have spent lots of time debating whether this is a good idea and considering different points of view. This has worked brilliantly alongside our Science topic on the circulatory system, helping the children understand just how important the heart is and the vital role it plays in keeping our bodies working.



THANK YOU FOR YOUR SUPPORT – Miss McIlree and Miss Maskill

Maths Homework

B1

Fill in the missing numbers.

1.

		8	0	2
3	2		0	6

2.

		7	5	2
4	3		0	8

3.

	1	3	5	1
5	6	7		5

B2

Fill in the missing numbers.

1.

		7	4	4
4	2		7	

2.

		9	3	7
3	2		1	

3.

	1	3	2	7
6	7		6	

B3

Fill in the missing numbers.

1. $3_6_ \div 4 = 817$

2. $5_1 \div 3 = 1,947$

3. $9_9_ \div 6 = 1,633$

4. $7_0 \div 5 = 1,534$

5. $6,5_ \div 8 = 823$

C1

State whether the division is correct or incorrect.

1. $4,563 \div 3 = 1,521$

2. $9,318 \div 6 = 1,553$

3. $8,421 \div 7 = 1,230$

4. $9,765 \div 5 = 1,953$

5. $3,296 \div 4 = 834$

C2

Which calculations equal 409?

1. $2,454 \div 6$

2. $2,050 \div 5$

3. $1,227 \div 3$

4. $2,863 \div 7$

5. $1,632 \div 4$

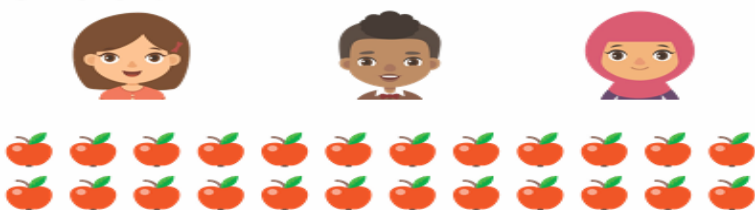
C3

1. A baker has 2,562 cupcakes to pack into boxes. Each box holds 6 cupcakes. How many boxes does the baker need?

2. A librarian has 1,352 books to organise onto shelves. Each shelf can hold 8 books. How many shelves does the librarian need?

Scaffold

5a. Share 24 apples equally between 3 children.



How many apples will each child get?



VF

5b. Share 18 pears equally between 3 children.

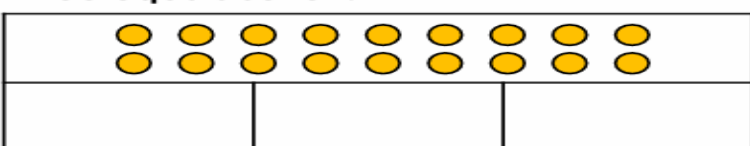


How many pears will each child get?



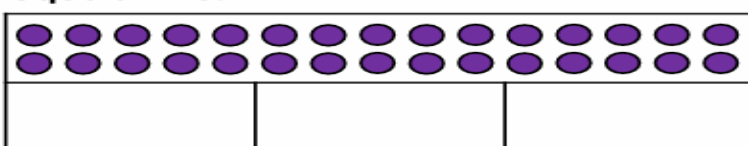
VF

6a. True or false? Eighteen divided by three equals seven.



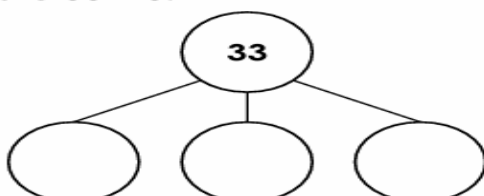
VF

6b. True or false? Thirty divided by three equals nine.



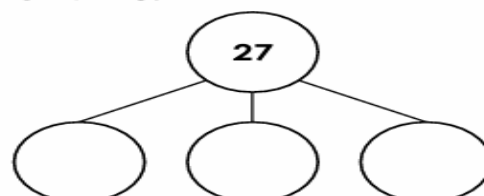
VF

7a. Use the part-whole model to calculate $33 \div 3$.



VF

7b. Use the part-whole model to calculate $27 \div 3$.



VF

In your books write a sentence for each of the spelling words.
You can practice your spellings using the following strategies

eight	favourite
eighth	February
enough	forward
exercise	forwards
experience	fruit
experiment	grammar
extreme	group
famous	guard

Year 6 Spelling Practice

Different ways to learn. Brighter ways to remember!

PRACTISE
CHOOSE
IMPROVE
SUCCEED!

1. Look, Cover, Write, Check

- 1 Look carefully at the word.
- 2 Cover it up.
- 3 Write it from memory.
- 4 Check it and correct it. ✓

LOOK → COVER → WRITE → CHECK

2. Chunk it

Break the word into smaller parts (chunks) that are easier to remember.

Example:

unbelievable
un | be | liev | able

3. Count the syllables

Say the word slowly and clap or count each syllable.

Example: **remarkable**
re - mark - a - ble
(4 syllables)

4. Visualise it

Close your eyes and picture the word written correctly in your mind.

important

5. Spot the tricky part

Underline or highlight the part of the word you find tricky.

Example: **curiosity**

6. Say it how it is spelt

Pronounce the word in a memorable way to help you remember tricky letters.

Example: **knot**
"k - not"

7. Make a rhyme or mnemonic

Invent a rhyme, phrase or silly sentence to help you remember the spelling.

Example: **because**

"Big Elephants Can Always Understand Small Elephants"



8. Find the word family

Think of other words with the same root or spelling pattern.

Example:

sign → signal →
signature → significant



Words are often easier to remember when you see the pattern!

9. Write it in a sentence

Write a sentence that shows you understand the meaning of the word.

Example:

The **environment** must be protected for future **generations**.



10. Test yourself

After practising, write the word again from memory. Can you get it correct?



Try it again tomorrow!

Use at least **3 different strategies** for each spelling every week!

Practice makes progress!

BELIEVE

PRACTISE

BE PROUD

YOU CAN DO IT!