

Basic Knowledge

Spellings

- Practise spellings and identify patterns.
- Find out the meaning of our spellings using a dictionary.
- Write sentences using these spellings correctly.

Maths

- Consolidate multiplication & division facts for all times tables.
- Know the doubles and halves of all two-digit numbers.



Physical Education

Tuesday is our P.E. Day.

P.E. this term has a focus on invasion games, children will learn:

- ◆ to pass, move and shoot accurately and consistently.
- ◆ to switch fluidly between attack and defence as possession changes.
- ◆ to understand the different positions, applying their role effectively within the game.
- ◆ To create, apply, evaluate and improve tactics.

P.E. Kit consists of:

- ◆ A white round neck or polo neck t-shirt
- ◆ School jumpers/cardigans or a plain, black sports fleece/jumper.
- ◆ Black shorts (black leggings or black joggers in the winter months).
- ◆ Black or white trainers or plimsols.

Please ensure all jewellery is removed (with the exception of a Sikh Kara, which may be covered with a close-fitting sweatband.)



Homework

Accelerated Reader

Read at home daily, your children will be quizzed on their book at school. Reading book and record must be in school everyday, this will allow your child to progress through the program reaching a higher level of comprehension.

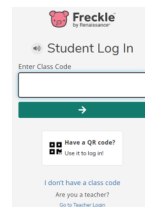


Freckle

Freckle continuously adapts for pupil practice in maths while offering us the ability to focus practice on specific maths objectives aligned to the National Curriculum.

<https://student.freckle.com>

Times tables and Spellings are tested on Friday.

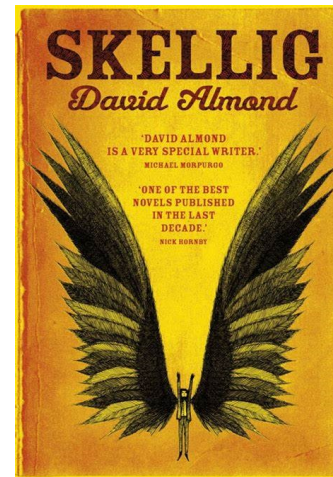


Term 1 / Year 6

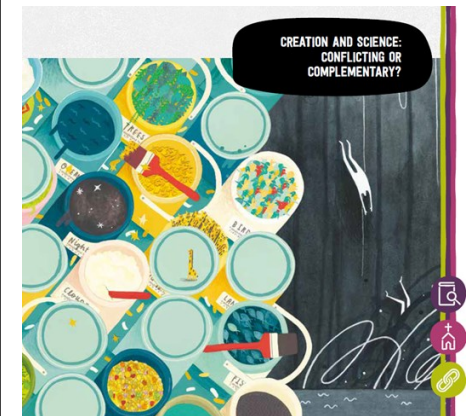
Year 6 - Giraffes and Orcas

Miss Wood, Mr. Atkinson & Mr. Dockrell

Skellig

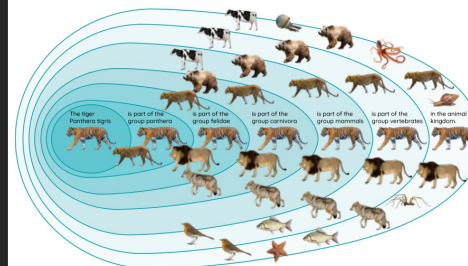


Creation and science:



Biology: Living Things

Classifying: big and small



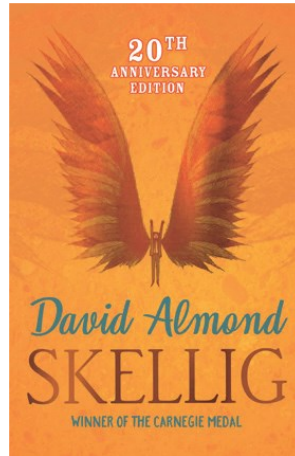
Geography: Why does

population change?



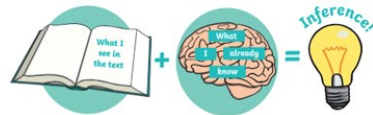
English: Book Study - Skellig by David Almond

This six-week unit is a study of David Almond's *Skellig*. It will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story; through activities that explore the effect these might have on readers. The children are taught to apply what they have learnt to their own writing, making choices to affect their reader's thoughts and feelings. All learning in the unit builds towards a final piece of writing, where the children can use everything they have learned, in this case to write a story of their own.



Writing outcomes:

- ◆ Internal monologue – to explore Michael's feelings and Skellig's feelings
- ◆ Personal narrative – to describe and entertain
- ◆ An extra excerpt for the story – to entertain
- ◆ Mina's diary – to explore Mina's feelings
- ◆ Michael's diary – to explore the change in Michael's feelings
- ◆ Final piece – Story – to entertain



Mathematics

This term we are focusing on:

Place value:

- ◆ Read and write numbers to 10,000,000
- ◆ Powers of 10
- ◆ Compare and order numbers to ten million
- ◆ Rounding within ten million

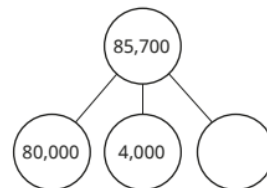
Addition & Subtraction:

- ◆ Add & subtract whole numbers with more than 4-digits
- ◆ Inverse operations (addition and subtraction)
- ◆ Multi-step addition and subtraction problems

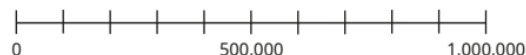
Multiplication & Division:

- ◆ Multiples, factors & prime numbers
- ◆ Square numbers & Cube numbers
- ◆ Multiply & divide by 10, 100 and 1,000

TTh	Th	H	T	O
1000	100	10	1	



65,048
60,000



Science: Biology - Classifying Big and Small

Pupils who are secure will be able to:

- ◆ Define the term 'organism' and name the seven life processes
- ◆ Describe the work of Carl Linnaeus.
- ◆ Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- ◆ Describe the characteristics of worms, snails, spiders and insects.
- ◆ Compare the characteristics of vertebrate and invertebrate groups.
- ◆ Name the plant groups and describe the characteristics of flowering plants, ferns, mosses and conifers.
- ◆ Define the term 'micro-organism' and name some examples.



Working scientifically:

- ◆ Use a classification key to group and identify organisms.
- ◆ Make a simple classification key.

R.E.

Creation and Science: Conflicting or Complementary?

Making sense of the text:

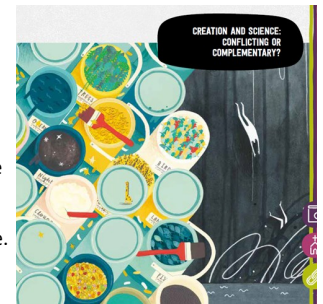
- ◆ Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- ◆ Identify what type of text some Christians say Genesis 1 is, and its purpose.
- ◆ Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Understanding the impact:

- ◆ Make clear connections between Genesis 1 and Christian belief about God as Creator.
- ◆ Show understanding of why many Christians find science and faith go together.

Making connections:

- ◆ Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- ◆ Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.



Music

Our unit this term Dynamics, pitch and texture
We will listen to Fingal's Cave by Mendelssohn)

Pupils who are secure will be able to:

- Engage in discussion about the sounds of an orchestral piece.
- Change dynamics and pitch, differentiating between the two.
- Follow the conductor to show changes in pitch, dynamics and texture and take the role of conductor or follow a conductor.

