

Music: Songs of World War 2

Pupils who are secure will be able to:
Use musical and comparative language in discussion.

- ◆ Follow the melody line.
- ◆ Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- ◆ Sing the correct words at the correct time.
- ◆ Recall the counter-melody line.



Physical Education

Tuesday is our P.E. Day.

P.E. this term has a focus on begin to understand what makes an effective leader & health-related exercise:

- ◆ Identify the different attributes that make an effective leader.
- ◆ Refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.
- ◆ Further develop life skills such as self motivation, resilience and self discipline as they strive to improve their own performances.

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

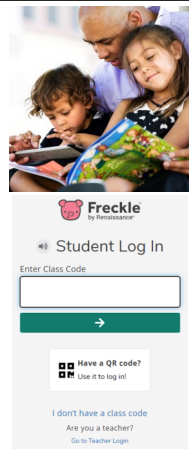
Accelerated Reader

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>



Term 2 / Year 6

Year 6 - Giraffes and Orcas

Miss Wood, Mr. Atkinson & Mr. Dockrell

The Arrival by Shaun Tan

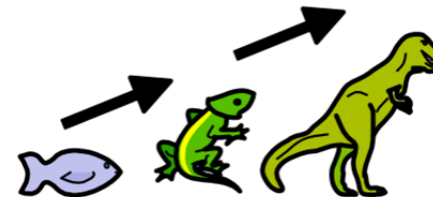


R.E. What would Jesus Do?



Science - Biology:

Evolution & Inheritance



History:

What was the impact of World War 2 on the people of Britain?



Book Study: The Arrival

English: Reading Comprehension skills

- 2a Give or explain the meaning of words in context.
- 2b Retrieve and record information or identify key details from fiction and non-fiction.
- 2c Summarise main ideas from more than one paragraph.
- 2d Make inferences from the text or explain and justify inferences with evidence from the text.
- 2e Predict what might happen from details stated and implied.
- 2f Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.
- 2g Identify and / or explain how meaning is enhanced through choice of words and phrases.
- 2h Make comparisons within the text.



Writing outcomes:

- ◆ Diary entry (Recount)
- ◆ Drafting and editing
- ◆ Note-taking
- ◆ Newspaper reports
- ◆ Playscript

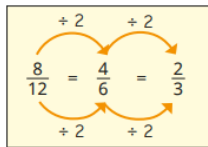
Full Stop At the end of a sentence	Comma To separate items in a series	Colon To introduce a list
Semicolon To join independent clauses	Question Mark To show that it is a question	Exclamation After an exclamation
Ellipsis Mark One or more words have been intentionally left out	Round Brackets To add extra information to a sentence	Quotation Marks To indicate a phrase to show that someone else has written or said it

1 NOUN A noun names a person, place, thing, or idea. E.g. dog, cat, horse, student, apple, Mary, etc.	2 ADVERB An adverb tells how often, how, when, where. It can describe a verb, an adjective or an adverb. E.g. loudly, always, never, late, soon, etc.
3 VERB A verb is a word or group of words that describes an action, experience. E.g. explain, walk, see, look, sing, sit, dance, etc.	4 ADJECTIVE An adjective describes a noun or pronoun. E.g. red, tall, fat, long, short, etc.
5 PREPOSITION A preposition is used before a noun, pronoun, or gerund to show place, time, direction in a sentence. E.g. at, in, on, above, to, for, from, etc.	6 CONJUNCTION Conjunctions join words or groups of words in a sentence. E.g. and, because, yet, therefore, since, or, so, until, but, etc.
7 PRONOUN Pronouns replace the name of a person, place, thing or idea in a sentence. E.g. he, she, it, we, they, him, her, their, about, etc.	8 INTERJECTION Interjections express strong emotion and are often followed by an exclamation point. E.g. Bravo! Alas! Woah! Yash! etc.

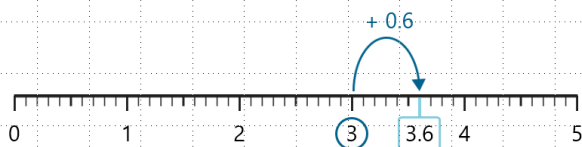
Mathematics

This term we are focusing on fractions, decimals and percentages:

- ◆ Equivalent fractions and simplifying
- ◆ Equivalent fractions on a number line
- ◆ Compare and order fractions
- ◆ Add and subtract any two fractions
- ◆ Add & Subtract mixed numbers
- ◆ Represent hundredths as a decimal fraction
- ◆ Compare and order decimal numbers
- ◆ Convert between metric units of length
- ◆ Calculate percentages of an amount.



1									
1/2					1/2				
1/3			1/3				1/3		
1/4		1/4			1/4		1/4		
1/5		1/5		1/5		1/5		1/5	
1/6		1/6		1/6		1/6		1/6	
1/7		1/7		1/7		1/7		1/7	
1/8		1/8		1/8		1/8		1/8	
1/9		1/9		1/9		1/9		1/9	
1/10		1/10		1/10		1/10		1/10	

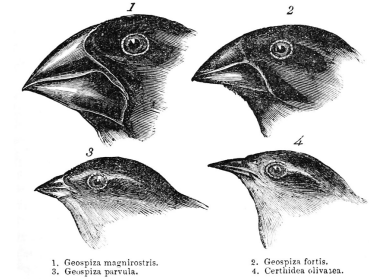


31									
100									

$$\frac{31}{100} = 31\%$$

Science - Biology: Evolution & Inheritance

During this topic pupils will be studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.



R.E. What would Jesus Do?

Making sense of the text:

- ◆ Identify features of Gospel texts (for example, teachings, parable, narrative).
- ◆ Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Understanding the impact:

- ◆ Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Making connections:

- ◆ Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.



Wider Curriculum: History

Pupils who are secure will be able to:

- ◆ Investigate the causes of World War 2.
- ◆ Identify the different phases in the Battle of Britain.
- ◆ Make inferences and deductions about a photograph.
- ◆ Investigating the impact of the Blitz and evacuation on people's lives;
- ◆ Describe the impact WW2 had on women's lives.
- ◆ Evaluate the accuracy and reliability effectiveness of primary sources.

