



Autumn Term 2 in Year 6



School Uniform

All children should wear the correct school uniform and school shoes. If they are not, the class teacher will mention to parents at the end of the day.

No jewellery is permitted other than stud earrings on non-PE days. Watches are permitted in Key Stage 2; analogue is better for supporting children to tell the time, but digital is also permitted.

Shoulder-length hair – or longer – needs to be tied back with a hairband.

PE Kit

Your child's PE lessons will be on **Wednesday**. Please make sure they come to school PE ready, wearing the correct kit. Details about the school's PE kit can be found on our website.

Homework

Spellings will be set on a Monday and tested the following Monday.

Maths homework will be set on a Monday. This will be an activity workbook. This will be the same for English (Week 2 onwards). The workbooks should be completed and returned by the following Monday, when we will mark their work.

In addition, children should read at least 20 minutes at home every day. Please make a note what your child reads in their Reading Record.

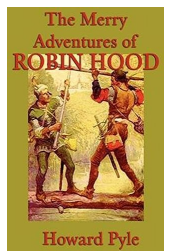
How to help your child at home

Check that your child has a quiet place to complete their homework and they get a good night sleep. Remember to monitor their internet use too. Take an active interest in what they are learning in school and, if possible, share your knowledge about the topic with your child.

Please listen to your child read and ask questions about what they have read. Sign the reading record every time you read with your child.

Practise the weekly spellings as well as times tables and division facts. Your child will know if this is something that they need to work on.

Practise reading the clock and working out time differences. This is useful for our class learning, but is also an incredibly important skill to help our children prepare for secondary school.



English

In English we are focussing on character and setting description, and we will use the legend of Robin Hood. (You may like to find your own versions of the story for your child to read to support their understanding of the story – though we will read a version of it in class.)

We will begin with simple sentences, and then looking at increasing our accuracy with advanced sentence punctuation when developing complex sentences that will include adverbial phrases, co-ordinating and

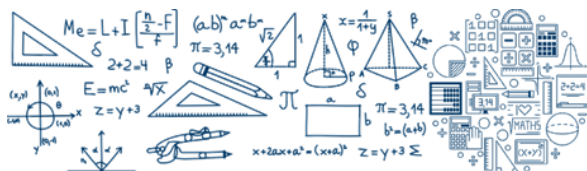
subordinating clauses and participle clauses.

We will also focus on 'selecting' vocabulary and choosing words to create a particular mood.

Maths

In Maths, we will begin by exploring the relationship between fractions, percentages and decimals, and how to convert between them. We will also add and subtract fractions with both improper and mixed numbers.

After this, we will look at converting measurements, including measures of length and capacity, and then move on to explore the perimeter and area of triangles and rectilinear shapes. We will then look at finding the volume of cuboids. We will finish off with a unit on statistics and data handling.



Topic



We are continuing with our Victorians unit, and we will get our teeth into some of the advancements in science and technology.

To start us off:

In Science we will explore light and electricity – thinking about Thomas Edison and his invention of the light bulb.

We will also look at how the British Empire expanded and the implications for those countries. Then we will explore the suffragette movement and how it began a change in how women were perceived. This will all culminate in a Victorian tea party, where the class will choose a significant British Victorian and research their contribution to society, both then and now they will write a speech outlining why they were the most important Victorian and present this in front of the class. We will vote it down to 6—8 children. They will deliver their presentation to you and Mrs Egan will decide who gave the most convincing speech. All children will dress up for the tea party, chat to each other and swap calling cards.

PE

Children will look to further their ability on deeply developing on their fundamental movement skills to an advance level. Once skills are established we will put these into physical practice and challenge each other in groups and think about sport specific strategies.

RE

RE will focus on the question 'What would Jesus do?' and expand the understanding of the gospels. It will encourage children to tackle difficult situations and explore the teachings of Jesus – thinking about how

Christians might respond and what influences our moral compass when making decisions.



Music and Drama

In drama Year 6 will continue their work on Lost Christmas by David Logan. We will develop the work we've done by now exploring characters, storyline and themes in more depth. We will also explore how the author links the characters and storylines together both practically and as in role writing.

Dance

In dance each year group is exploring the story, songs, characters, and context of The Lion King at different levels; using the dance actions to help develop their understanding of the show

D&T

We will be looking at Christmas stockings, learning how to sew safely a number of different types of stitch. We will then design and create our own Christmas stockings.



Did you know ...

The Christmas cracker was invented in Victorian Britain by a sweet shop owner called Thomas Smith. Wanting to take advantage of the increase in confectionary sales at Christmas and inspired by a sweet he saw on a trip to Paris – a bon-bon wrapped in tissue paper with both ends twisted - he came up with the cracker.