



**St. Mary's C.E. Primary School**  
**What are we learning about this half term?**

Teachers: Mrs Looker & Mrs Butler

Year group: 6



Term: Spring 1

Subject	What we will be learning this term.	How you can support your child at home.										
English	<p>Our main focus this half term will be to develop more sophisticated writing. This will involve reading a range of texts, analysing and creating our own pieces of writing. We will be writing a range of reports, stories and persuasive pieces. Once we have finished 'When the Sky Falls', many of our texts will be based on the rainforest. Our main text is called 'My Name is River.'</p> <p><b>Punctuation</b></p> <table border="1"> <tr> <td>Apostrophe</td> <td>• Full Stop</td> </tr> <tr> <td>( ) Brackets</td> <td>- Hyphen</td> </tr> <tr> <td>Colon</td> <td>? Question Mark</td> </tr> <tr> <td>Comma</td> <td>; Semi-colon</td> </tr> <tr> <td>Exclamation Mark</td> <td>!" Speech Mark</td> </tr> </table> <p>We will continue with grammar work; identifying grammatical structures and complex punctuation types and we will develop reading strategies including inference, deduction and authorial intent.</p> <p>Speaking and listening is an integral part of English. Please ensure your child speaks properly. Slang and shortcuts are sneaking into writing. Do not accept, 'Can I go toilet?', 'Yeah' and 'free' instead of 'three' and the constant use of 'like' etc.</p>	Apostrophe	• Full Stop	( ) Brackets	- Hyphen	Colon	? Question Mark	Comma	; Semi-colon	Exclamation Mark	!" Speech Mark	<p>Read regularly and identify the different language features e.g. speech, conjunctions (and, but, because), tense (past, present and future). When reading, discuss the text and ask your child to provide evidence from the text.</p> <p>Learning spelling rules and words. Help with homework – ensure correct spellings and presentation in reading journals. It is important that the children read regularly and have high expectations in homework.</p>
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Maths	<p>This half term, we will be working on fractions, decimals and percentages. We will also be reinforcing many of the aspects already covered in mathematics, developing confidence in applying skills in a range of context and question styles. Maths homework will support this through the use of Mathletics. <a href="http://www.mathletics.co.uk">www.mathletics.co.uk</a></p> <p>We will also be focusing on the following topics:</p> <ul style="list-style-type: none"> <li>-properties of shapes</li> <li>-measures</li> <li>-fractions, decimals and percentages</li> <li>-problem solving</li> </ul> <p><a href="https://www.topmarks.co.uk/Search.aspx?Subject=16&amp;AgeGroup=3">https://www.topmarks.co.uk/Search.aspx?Subject=16&amp;AgeGroup=3</a></p>	<p>Please encourage a good learning environment and allow enough time to give homework the time required. Children must be confident with 'life skills' within maths by now. The best way to do this is constant repetition – e.g. telling the time, times tables, mental strategies for the four operations. Question your child e.g. how long until ...? How much change will I get? I need 12 of these apples at 23p each. How much altogether? How much change from £5?</p>										
Science	<p>Electricity</p> <p>This half term the children will be investigating electricity. They will be planning and carrying out their own experiments where they will be investigating what electricity conducts the best. We will be using the different types of scientific enquiry and building our 'plan-do-review' skills.</p>	<p>Help your child at home research the history of electricity. Also, encourage your child to find the answer to the question: what are the types of scientific enquiry?</p>										
Geography	<p>South America</p> <p>This term the children will be starting their journey on learning about South America. They will be: identifying where South America is located, exploring the physical and human features of the locality, researching the industry there and learning about deforestation. The children will collate all of this information and draw comparisons &amp; differences between the UK.</p>	<p>For this topic, any factual information that your child could add to their knowledge will be of tremendous support to their learning in class. Therefore, any reading or research that they could do would be helpful.</p>										
Art & Design	<p>To complement their learning about South America, the children will be learning about an artist named Nick Gustafson. They will explore his work and use this to inform their work on collage. Children will produce their own collages representing different animals from the rainforest.</p>	<p>What is collage?</p> <p>It would be amazing if you could get a head start on looking at some examples of different collages.</p>										
Computing	<p>During this unit, the children will become Data Detectives while they discover an interactive set of database challenges. They will interpret information being requested and query databases to find the information needed to analyse graphs, charts and datasets.</p>	<p>Research has found that children are spending more time on the computer than they are active in a day. This is impacting on children's health and well-being, so please limit your child to a reasonable amount of screen time</p>										
R.E.	<p>We will be investigating the question 'Why do Hindus try to be good?'. Our learning will include:</p> <ul style="list-style-type: none"> <li>•identifying and explaining Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>•giving meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>•making clear connections between Hindu beliefs about</li> </ul>	<p>Encourage your child to have 'quiet time' at home where they may reflect on the events of the day.</p> <p>Have a discussion at home about why people try to be good.</p>										

	<p>dharma, karma, samsara and moksha and ways in which Hindus live</p> <ul style="list-style-type: none"> <li>• connecting the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha.</li> <li>• giving evidence and examples to show how Hindus put their beliefs into practice in different ways.</li> </ul>	
P.S.H.E.	<p>This half term, we will be considering our dreams and goals. We will look at how to stretch our own learning, how to set success criteria, how to recognise our own emotions, about different situations where people may be suffering or living in a difficult situation and how to give praise and compliments to others</p>	<p>Questions you can ask at home:</p> <ul style="list-style-type: none"> <li>• What are your learning strengths?</li> <li>• What goal have you set at school?</li> <li>• What goal have you set for home?</li> <li>• How can I help you achieve your goals?</li> <li>• What problems in the world are you worried about? Is there anything we can do to help?</li> <li>• What do you think your classmates admire and like about you?</li> <li>• What do you think your family admire and like about you?</li> <li>• What do you admire about other people?</li> <li>• Do you have any role models?</li> </ul>
Spanish	 <p>We will be developing our conversational Spanish with the expert guidance of Mrs Giuffre. We will be using familiar and unfamiliar language to build role-plays and dialogues. We will focus on gender of nouns and polite requests.</p>	<a href="http://www.bbc.co.uk/education/topics/zxsvr82">http://www.bbc.co.uk/education/topics/zxsvr82</a>
P.E.	<p>In P.E. we will be developing throwing, catching, attacking, defending and competition through Skittleball. This will hopefully lead to some Y6 taking part in a Skittleball competition later in the term.</p> <p>We will also be learning a range of dances from across the ages. Miss Thwaite will be leading these sessions.</p>	<p>Encourage children to have as much physical exercise as possible. Discuss the benefits.</p>
Music	 <p>Fingal's Cave: Classical music is music that has been composed by musicians who are trained in the art of composing. During this unit, we will be appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Listen to a range of music, discussing layout, pulse, rhythm and appreciation.</p>

What to keep an eye on and sign:

- Homework diaries will be filled in on a Monday and must be handed in on a Friday, signed by a parent.
- Reading journals – please complete in the journal when you have heard your child read and what they have read. Your child must complete one journal task per week that is signed by a parent. This will be handed in on a Friday.
- ReadTheory – Five tasks per week.
- Spelling Shed – Five tasks per week
- Athletics – set every Monday (one week to complete all the tasks)

Basically, check and sign everything by Friday. If your child hasn't read or practiced spellings, please do not sign, but write me a little note to tell me they haven't completed their tasks – the children need to get organised now and take responsibility for their work.

P.E.

Children need to come to school in P.E. kits every Monday – dance with Miss Thwaite and skittleball with Mrs Looker.

Residential

You will have by now received booking information for the residential via ParentPay. Please contact us if you have any questions or concerns.

We will continue learn, laugh and be Year 6!

Kind regards

Mrs Looker and Mrs Butler ☺