



Year 6

Important Info

PE One of our PE days is changing.

Monday and Friday

Home learning - The government expectation is that a Year 6 child will spend 2 and 1/2 hours a week on home learning.

We will give out home learning on a Friday and ask for it to be handed in on a Thursday.

Each week there will be :

- **maths** that will consolidate the learning of that week.
- **writing** that will link with the current writing unit covered in class
- **spellings** - set on spelling frame
- **roger challenge**, a little practice each day will help
- **reading** at least five times a week is expected and recorded on your bookmarks

-Owl reflection log - the aim of this is that your child should be able to share their successes in the owl learning behaviours each week. Please discuss these each week with your child, there is a space for you to make a comment.

Extra some of you have asked for extra. There are trays at the back of the classroom with extra sheets.

Walking home - Children in Year 6 are able to walk to and from school by themselves. If you choose to do this, please just let us know so we can be sure of who is doing so.

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Autumn Term 2 November/December 2024

News

Dear Parents and Carers,

Welcome back and can you believe a sixth of our Year 6 time has already passed ? We have thoroughly enjoyed our first term together with this amazing year group. We are all so proud of the start every child has made to their Year 6 journey. Everyday, we look around the classes and see incredible learners. We see children who are: enthused in their learning; willing to share their achievements; confident to take risks in their learning. We can't wait to see what the rest of this year brings.

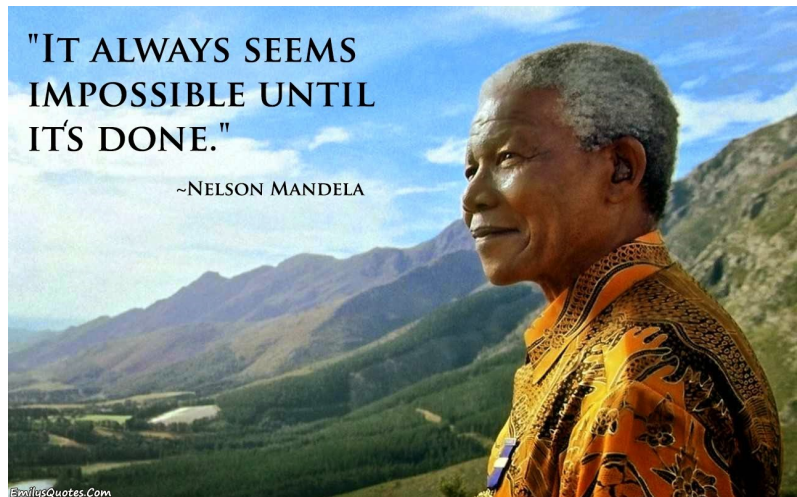
This term is busy and we have tried to fill it with some more enrichment events: Remembrance service, maths week, Cross-country interschool race and of course all the celebrations that Christmas brings.

As usual, our doors are always open to you for any questions.

Year 6 Team.

"IT ALWAYS SEEMS
IMPOSSIBLE UNTIL
IT'S DONE."

~NELSON MANDELA



It was just wonderful to see how reflective the children were as we discussed Black History.



Year 6

Autumn Term 2 November/ December 2024

	Numeracy	Literacy
Week One	Learning to find : factors , common factors and common multiples	Narrative—action/adventure based around Stormbreaker by Anthony Horowitz
Week Two	Fractions— Equivalence and Ordering Fractions	Narrative—action/adventure based around Stormbreaker by Anthony Horowitz
Week Three	Fractions— Adding Fractions	Narrative—action/adventure based around Stormbreaker by Anthony Horowitz
Week Four	Fractions— Adding Fractions that are mixed numbers	Narrative—action/adventure based around Stormbreaker by Anthony Horowitz
Week Five	Fractions— Multiplying Fractions by an integer and fraction by fraction	Narrative—action/adventure based around Stormbreaker by Anthony Horowitz
Week Six	Division	Narrative— action/adventure based around Stormbreaker by Anthony Horowitz
Week Seven	Mean	Narrative—Publishing books

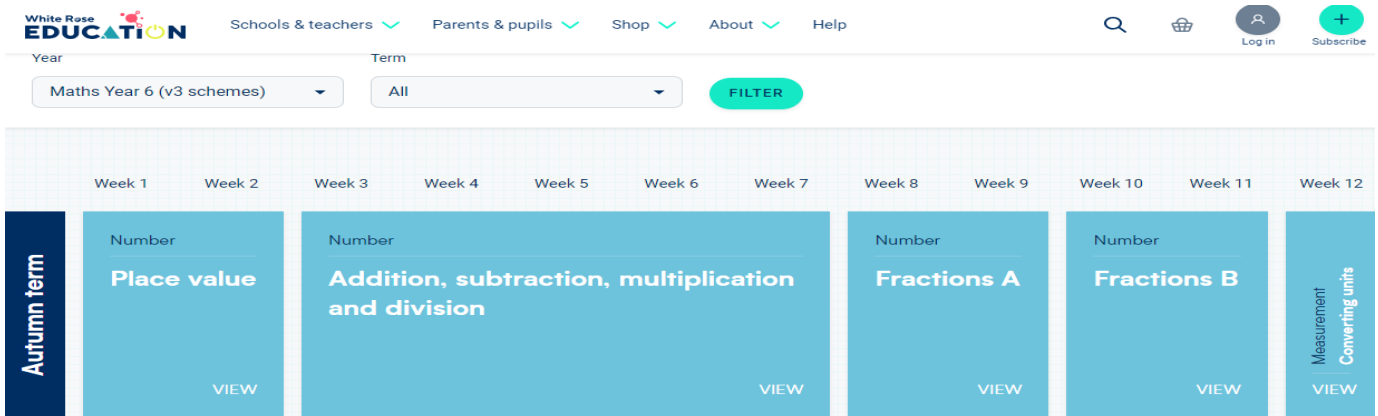
Curriculum

This half term, we will use the vehicle of our class text (Alex Rider—Stormbreaker) to inspire our Geography topic as we plan the best location for a villain's lair. Within our art, we will continue to focus on the skill of shading to add tone and depth as we draw sketches based on our text Stormbreaker. In science, we will be looking at light, how it travels and how we see. In Computing, we will further develop our coding skills. In RE, we will be studying Christianity with a focus on the significance of Mary and Christmas.

How you can further support at home.

Ensure the home-learning tasks are completed to a good standard on Seesaw.

Maths— If you need further guidance on how to explain a strategy, please see the video links on the white rose website (<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-6-new>)



Writing— Here is an example of a piece of writing from a child, who is working at the expected standard.

I am learning to select language that shows good awareness of the reader

Success criteria: ^{Personal pronouns} Subjunctive form and variety of conjunctions.

Review: Snappy Snacks Restaurant, Bracknell

Recently, I visited the world renowned restaurant Snappy Snacks to celebrate my birthday with my friends, but, ~~and~~ ^{and} unfortunately, I am compelled to say that the whole affair was chaos.

To start with, the waiter was impertinent, ~~is unhygienic~~ ^{was} unhygienic and inept. For starters, he spilled water all over me ~~and he refused to apologise.~~ He then filled ^{our} ~~my~~ glasses with his own bottle and claimed it was special water from Vatican City. He also asked for a ridiculously high amount of money for a tip. And to put the final nail in the coffin, he only ~~even~~ let us order the meatball surprise even though we wanted the soup of the day.

Although we were not going to get the ~~food~~ ^{dish} we wanted, we still looked forward to trying the meatball surprise. However, when the food came, ~~after almost an hour of waiting,~~ we were ~~hugely~~ ^{hugely} disappointed by what we saw: ~~so~~ instead of a meatball surprise, ~~at~~ we got ~~was~~ a plate of cold beans with not ~~a~~ ^{single} meatball in sight. To sum it all up, we were expected to share plates and cutlery, which made the experience even worse than my friends and I anticipated.

Despite the fact that the waiter ~~was~~ was incompetent and the food was ~~really~~ ^{really} inferior, we agreed to give the restaurant one final chance, by trying the dessert. We ordered the house specialty chocolate, which we ~~so~~ ^{so} awaited eagerly. Yet, when the chocolate came, we were disgusted as ~~the~~ it was cut in front of us with the waiter's teeth.

Ultimately, the whole experience was a disaster and I would not recommend it to anyone. The waiter's behaviour of the waiter, was ~~was~~ intolerable and the food ~~waiter~~ was simply awful. I hope that the manager takes this information seriously and takes the necessary steps to make Snappy Snacks a place to enjoy.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²