IMPORTANT INFORMATION

Reading record: Please ensure these are signed daily.

Attendance:
Good attendance is vital for your children's progress. We **do not** authorise time out for holidays in term time. Leave will only be granted in **exceptional circumstances.** Such requests should be submitted in writing to Mrs O'Reilly.

Procedure to report an absence
1. On the first morning of absence please telephone the school office and explain why your child will not be attending school by 9.15 am. Should you not do this, the school will contact you in line with "First Response" procedures.
2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as unauthorized- regardless of any telephone calls.
The school will follow up all unexplained absences and in line with Borough procedures, these will be discussed with the Educational Social Worker.

Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and **MUST** be in by 8:55am for registration.

Uniform:
For health and safety reasons there should be no jewellery - except watches and ear studs— allowed. Children must **not** wear looped earrings. Only plain black /white trainers are permitted. Hats and scarves should be green, shoes should be black and outdoor coats should be green. Hair clips should be green, white or black.

Curriculum Information
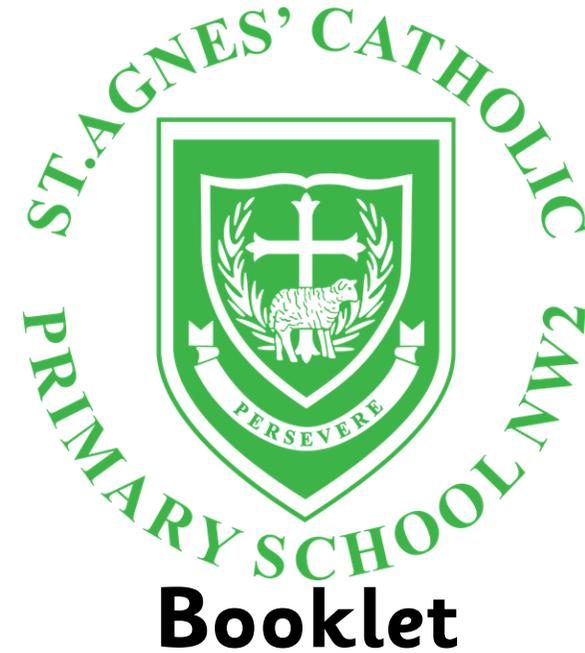
Booklet

The family of St Agnes loves, learns and grows together as followers of Jesus.

Year 6
Autumn Term 2 - 2021

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION- From Advent to Christmas

Learning about our Catholic Faith:

Pupils will learn about the promise God made to Mary through the angel Gabriel and how Elizabeth and Mary put their trust in God when the angel appeared to them. They will learn that God fulfilled his promise to Mary when Jesus, the Son of God was born. Children will learn about the Gospel of Luke and how Jesus' birth is recorded. The children will have the chance to:

· Deepen our awareness of God 's love for us and know that he asks us to trust in him and reflect on the importance of keeping promises.

· Make our own Advent promises and discuss how we will keep these. Reflect on how Mary and Joseph placed all their trust in God and experience a celebration of the Nativity.

Activities to try at home: You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs. This resource teaches the practices of Advent and Christmas. Your children will be asked to think about their own birth and how you prepare for the birth of Jesus. Talk to them about what you do: do your rituals and customs reflect your cultural background?

Prayer throughout Advent: God of hope, who brought love into this world, be the love that dwells between us. God of hope, who brought peace into this world, be the peace that dwells between us. God of hope, who brought joy into this world, be the joy that dwells between us. God of hope, the rock we stand upon, be the centre, the focus of our lives always, and particularly this Advent time.

PE:

YEAR 6	Invasion Skills
	Dance

PE Days:

Class	Days
6S	Thursday & Wednesday (All for Sports)
6M	Thursday & Wednesday (All for Sports)

Homework Timetable

Day set:	Due:	KS2 Yr6 up to 45mins
Monday	Wednesday	Comprehension
Tuesday	Thursday	GPS
Wednesday	Friday	Topic/Talk homework/ RE
Thurs	Monday	Maths based on topic
Friday	Friday	Spellings and test following Friday (if needed)

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Computing: We will conduct research into the potential market for their app, using surveys together with interviews or focus groups. We will analyse the data and information they obtain and create a presentation summarising our findings.

History: We will look at a range of images that illustrate aspects of ancient Maya civilisation. We will work in pairs to talk about what we can find out and develop a list of questions that would form a basis for further research work. .

G**eography:** We will use world maps and satellite images to locate Mexico, identifying which hemisphere it is in and the countries that surround it. We will work in groups to learn about the animal and plant species found there, what the climate is like, the people who live there and the difficulties they face. We will also use a range of non-fiction books to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a Mexican child?

D&T: We will make a simple wind instrument out of junk materials, such as card, empty plastic bottles and cutting tools. Play their instruments as a group to see who can make the loudest, highest and longest sounds. We will explore manipulating light by designing and creating shadow puppets.

Science: We will learn how an eye sees and deepen our understanding of light.

Music: In Music we will be preparing for Christmas, learning hymns and getting carols performance ready.

French: This half term in French, the children will learn the days of the week, the months of the year, the numbers 11-31 and how to say their birthdays. They will also learn about Christmas traditions in France, complete some Christmas activities and sing some popular French Christmas songs and carols.

Our topic for this half term is:
Hola Mexico!

Welcome to Mexico! Get ready to explore this unique country, from its towering temples and stunning geography to its pulsing rhythms and fun-packed festivals.

Tummy rumbling? Concoct a traditional fruit cocktail or delicious Mexican meal. What's on your shopping list? Go steady with the spices!

Discover the mysterious world of ancient Maya civilisation. Make their chocolate, learn their poetry, play their ballgame and follow their curious rituals. Just try to keep your head!

Feel like celebrating? Design a flute, grab a drum, join a tribe and make some noise! Have you got what it takes to be a chief?
Let's find out…

ENGLISH: **As effective communicators** we will expand our vocabulary through the use of questioning, listening and reading in order to experiment using subject-related words. We will look at a range of images that show the vast and varying landscapes of Mexico. Choosing our favourite to develop ideas and present to the class.

As readers we will read a range of translated Maya poems, highlighting the descriptive and lyrical prose. We will discuss what the poems are about and how we think the poet feels about the day of Fiesta or celebration. As well as this, we will independently and collaboratively study the book 'Rain Player' by David Wisniewski. We will discuss the text in-depth and make predictions as to what might happen from details stated and implied. We will discuss the characters and how they are portrayed by the author. We will also discuss the themes explored in the book.

As efficient writers we will critically evaluate our work in order to select appropriate features to use and adapt, creating our own checklists. We will write descriptive and lyrical free verse, using drafts to create poetic structures in a range of forms using personification and metaphors. We will also explore our class reader in detail so that we can write character and setting profiles based on our study of 'Rain Player' exploring the language and vocabulary used by the author. The children will build and construct diary entries, newspaper articles, informative non-fiction reports and adventure narratives.

Year 6 Autumn 2	
Identify common factors, common multiples and prime numbers. Compare and order fractions, including fractions >1 (including on a number line). Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.). Recall and use equivalences between simple fractions, decimals and percentages,.	Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length and mass, from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres.
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Find simple percentages of amounts. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.	Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Use, read and write standard units using decimal notation to up to three decimal places. Recognise when it is possible to use the formulae for area and volume of shapes. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Interpret and construct pie charts and line graphs and use these to solve problems. Solve comparison, sum and difference problems using information presented in all types of graph.	Assess and review week. It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.