

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.

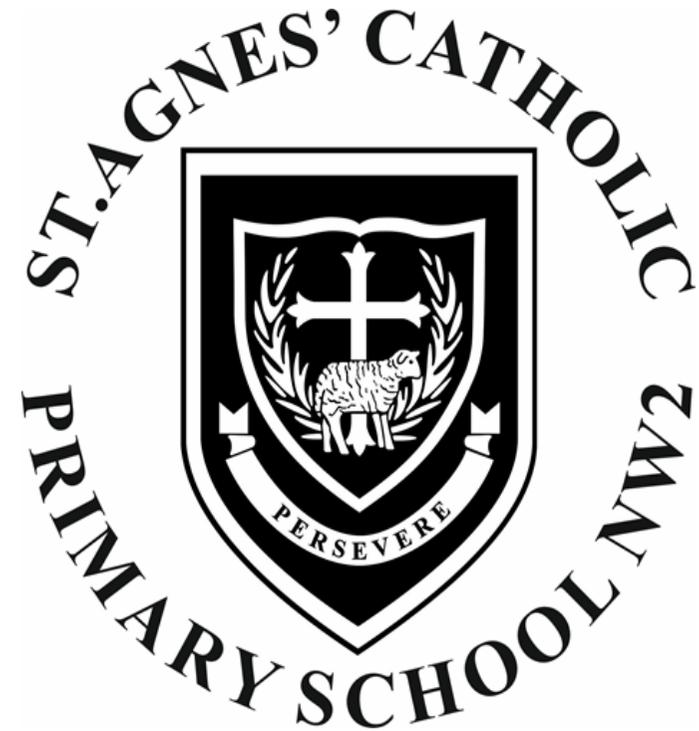
Uniform:

For health and safety reasons no jewellery, except watches and ear studs, are 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.

As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class.

Your co-operation is very much appreciated.

Curriculum Information Booklet



Year 6
Spring Term 2022

RELIGIOUS EDUCATION

Being a Sacramental Person

We will learning that Christians believe that although Jesus is no longer in human form with us on earth, God remains with us in spirit. Christians call the world a sacramental place – that means it is holy, sacred, and filled with God’s love. We will learn that we need Sacramental eyes/glasses/lenses (a sacramental vision) to see God present in our world .We will reflect upon our daily lives. How do we show God’s love? We will be mindful of the ways in which you gather to share with loved ones and friends: who gathers? What is said? What ‘nourishment’ is offered? What ‘things’ become symbols of what cannot be seen – love, gratitude, forgiveness, appreciation, devotion. What actions give tangible expression to these beliefs and feelings? We will delve deeper into our belief and think about what we do as Catholics to fulfil our duty and make links with out Catholic Social Teaching Principles.

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. Healing is for the both body, mind and soul. It settles our fears, it takes away the sadness or our wrongdoing and it clear the way of obstacles, which bind us. The best way to teach your children about healing is to be open and generous in your healing your gift of it and your reception of it from those who love you.

Pray together: Loving God, at every moment of our lives you are present to us, God, in gentle compassion, in strengthening guidance and in and loving forgiveness. Help us to recognize you around us, especially in our actions and words so that our being in the world helps heal it of fear and hurt and doubt. We ask this through Jesus who taught us to love. Amen

Homework timetable:

Day set:	Due:	KS2 Yr6 up to 45mins
Monday	Wednesday	Reading CPG Book
Tuesday	Thursday	SPAG CPG Book
Wednesday	Friday	Arithmetic CPG Book
Thurs	Monday	Maths CPG Book
Friday	Tuesday	SPAG CPG Book

Please note: P.E will continue to be on a Wednesday with AFS. Pupils can still come into school on a Thursday in their P.E kits, but class P.E lessons will be happening as and when due to our extremely busy timetable as the SATs exams approach. Please try to ensure your child is getting some exercise in their free time. Thank you for your understanding.

Computing: As **presenters** we will learn about effectively using multimedia technology to create and deliver presentations based on our topic.

Science: As **Scientists** we will find out more about an animal from the polar regions and how it has evolved and adapted to suit its habitat. Construct food chains and food webs for the animals. Find out about the biodiversity listing the similarities and differences and research a sea creature. Investigating the effects of blubber and thermal insulating materials.

Geography: As **Geographers** we will use globes and atlases to find and name the polar regions. Identify the similarities and differences between the Arctic and Antarctic recording the information on climate, population, settlements, animals etc. Read polar travel brochures and plan an itinerary for a polar holiday.

History: As **historians** we will find out polar exploration on a timeline and research famous explorers.

Art: As **Artists** we will discover the art work of the Inuit people—prints, carvings and will block print in the style. Create art work of the Frozen Kingdoms using different techniques.

D&T: As **Design Technicians** we will use materials to create a scale Antarctic Base and a ROV deep ocean explorer robot.

French: As **linguists** this half term in French, the children will learn how to say and recognise various animals in French and talk about their pets. Through this topic, they will be introduced to the concept of masculine and feminine nouns.

PSHE: As **social people** we will be aware of ourselves and our place in the world. We will give thought to the people we will meet in the future, developing the skills and confidence and how to best respond to them.

Our topic for this half term is:

Frozen Kingdom



Welcome to the planet's coldest lands... vast wilds, hostile territories, incredibly beautiful yet often deadly. Take shelter from the elements or fall prey to icy winds and deepest chill.. Trek bravely and valiantly across treacherous terrain to the ends of the Earth, treading deep into snow or pulled by a team of mighty sled dogs.

Be aware, for magnificent mammals roam these lands, sometimes hungry or fresh for a fight. Perhaps a hungry polar bear or an arctic fox; hunting rodents and swift as the wind!

Research facts and figures of climate, temperature, habitats and eco-systems and compose evocative poems about the Northern Lights. Become part of an Antarctic rescue team, braving the elements to rescue terrified passengers from a ship stuck by a deadly iceberg that hides deep beneath the Antarctic Ocean.

So wrap up well, everyone and settle by the fire. I'm just going outside and may be some time ...

ENGLISH:

As **effective communicators** we will compose our own research questions based on polar expeditions. Think of words to describe them and create vocabulary lists. Discuss the challenges of polar living.

As **readers** we will use non-fiction texts to answer our questions and find out the meaning of specialist vocabulary. Research about Robert Falcon Scott and Ernest Shackleton using non-fiction books and the internet. We will read the text 'Call of the Wild' exploring a story of transformation in which the old Buck—the civilized, moral Buck—must adjust to the harsher realities of life in the frosty North, where survival is the only imperative.

As **writers** we will learn how to write a personal statement and CV. Explore motivational speeches. Write an informal letter to a loved one in role as a member of Shackleton's Crew.



THE CALL OF
THE WILD
JACK LONDON



Maths Expectations:

- The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $112 + 34$; 79 of 108; 0.8×70).