

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 Welfare Officer.

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.

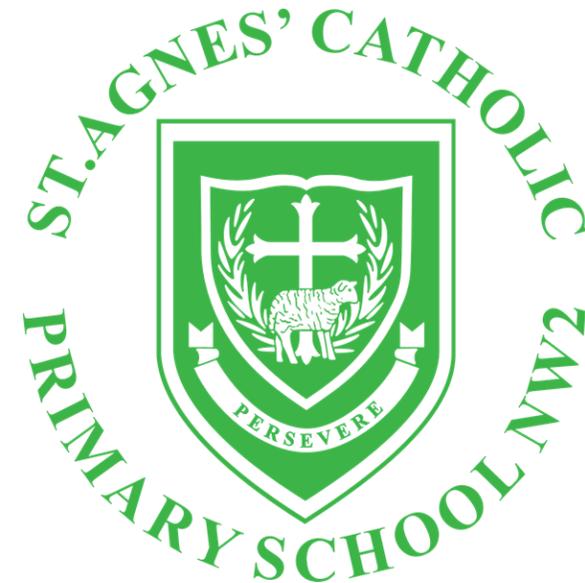
Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and **MUST** be in by 8:55am for registration.

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.

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 in this regard is very much appreciated.

Curriculum Information



Booklet

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

Year 6

Spring 2 2022

RELIGIOUS EDUCATION

Religious Education—From Lent to Easter.

The goal of every Christian should be to leave Lent a stronger and ‘better’ person than when they entered. The Catechism of the Catholic Church states, “The seasons and days of penance in the course of the liturgical year are intense moments of the Church’s penitential practice. These times are particularly appropriate for spiritual exercises, penitential liturgies and pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works)” (CCC 1438). By the end of this unit children will have gained a sense of reflection and prayer. As well as an openness to the presence of God in the Eucharist and a willingness to be part of Lent and Easter celebrations.

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. Adopt some Lenten practices at home this Lent: Pray; given alms (give to charity) and give up something. As a family decide to give up a negative attitude or behaviour this Lent such as being critical, thoughtless, nagging or avoiding responsibilities.

Pray together as a family:

Lord,

As we begin (continue) this journey with you to Easter, help us to remember to stay close to you in what we do, and what we think, and what we say. Make us mindful of those around us, particularly those who suffer, and help us to give generously of our time our thoughtfulness and our gifts, this Lent. We ask this prayer through Christ our Lord,

Amen

PE:

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.

| Class | Days |
|--------------|----------------------------|
| Yr 6G | Wednesday (All for Sports) |
| Yr 6M | Wednesday (All for Sports) |

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

Additional home learning activities are available via our website , TTS Rockstars and also on the My Maths Website. Children will be expected to become more independent in their home learning and ensure they are using online resources effectively.

History: As historians we will be studying the monarchy of the Victorian era and the impact they had on the changes happening at the time. We will look at life in the Victorian era and how different people from different levels of society lived their lives. We will also be looking at school life at the time and how it compares (or doesn't) to school life now.

Art: As artists we will look at how portraits and landscapes painted during the Victoria era gave a great insight into life at the time.

Geography: As geographers we will be looking at maps from the Victorian era and how they compare to the ones we have today. Also we will be looking at the emergence of public transport and how it affected peoples lives.

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:
Revolution



Find out about super-strict schools by travelling back in time to a Victorian classroom. Make sure you're on your best behaviour though as punishments were unquestionably terrible.

Discover a time when great minds thought new thoughts and ingenious inventors created so many things we take for granted today: the electric light bulb, the telephone and even the first flushing loo!

Let's forge ahead to research a time when Victoria was Queen and Albert was Prince Consort, and when some people lived in slums while others prospered.

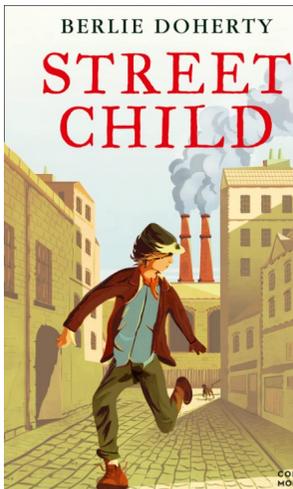
Take on the role of an important reformer and present your good causes to the Queen. Can you gain the support of a wealthy sponsor? Full steam ahead to the Victorian age!

ENGLISH:

As effective communicators we will be looking at historical photographs and documents, discussing what they can tell us about life in the Victorian era. We will also be studying the great reformers of the Victorian era and how they contributed to the change of the times.

As readers we will be retrieving, recording and presenting information from non-fiction. In guided reading we will be looking at the skills necessary to answer exam style reading questions. This half term we are going to be reading and studying '**Street Child**' by Berlie Doherty. It is a book which follows the life of a young boy living in the Victorian era and the troubles and tribulations that he comes across.

As efficient writers— we will be perfecting our skills and applying them to pieces of fiction and non-fiction including persuasive letters, balanced arguments, short stories and diary entries.



MATHS:

- 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 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 $7/21$ and that this is equal to $1/3$; 15% of 60; $112 + 34$; 79 of 108 ; 0.8×70).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).