

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 2024

RELIGIOUS EDUCATION

Religious Education—From Lent to Easter.

The RE topic this half term is called From Lent to Easter.

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The children will be able to:

1. Retell a passage that is accurate in its sequence and detail, corresponding to the Scripture source used
2. Suggest what the author might have been trying to say identifying how language structure and presentation contribute to meaning
3. Propose what the author might have been trying to say to their audience, evaluating how authors use language (including figurative

It is hoped that pupils will develop:

- A sense of the sacred presence of God in life
- An appreciation of/for Jewish ancestry
- An openness to learning from other faiths
- A willingness to pray

PE:

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

Homework

Homework timetable:

Day set:	Due:	KS2 Yr6 up to 45mins
Monday	Wednesday	Reading
Tuesday	Thursday	Grammar
Wednesday	Friday	Arithmetic
Thurs	Monday	Maths
Friday	Friday	Spelling/SPAG.com

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.

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

Science: As **Scientists** the children will learn about electrical circuits, their components and how they function. They will recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.

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.

Art: As **Artists** the children will explore examples of Inuit art. The children will make observations about the work, using artistic vocabulary relating to subject matter, shape, form, pattern and colour. They will explore work by significant Inuit artists, such as Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.

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.

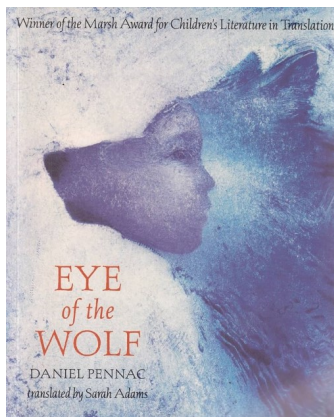
So wrap up well, everyone and settle by the fire. I'm just going outside and may be some time ...

ENGLISH:

As effective communicators we will 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 '**Eye of the Wolf**' by Daniel Pennac.

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).