



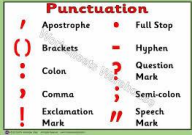



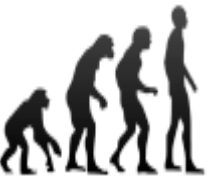


St. Mary's C.E. Primary School
What are we learning about this half term?






Teachers: Mrs Looker & Mrs Butler

Year group: 6

Term: Autumn 2nd half

Subject	What we will be learning this term.	How you can support your child at home.
<p align="center">English</p> 	<p>This half term, we will be focussing our learning around a range of texts and genres. We will be using texts as the stimulus for a range of writing genres, focusing on structure, punctuation and grammatical techniques.</p> <p>Our class texts will include 'Armistice Runner' and 'Goodnight Mr Tom'. We will be reading a range of texts in class and will be looking at inference, deduction and drawing conclusions.</p> <p>Children will also be asked to read parts of the text at home. Please read with your child and enjoy the book together. Please do not watch the film 'Goodnight Mr Tom' until we have finished the book as it influences the children's imagination. We will be watching the film as a class as we finish the text.</p> <p>Our writing will focus around poetry, reports, descriptive writing and storytelling.</p>	<p>Read, read, read! It is important to encourage your child to read independently and to develop a love of reading. They will have a school reading book, but encourage them to read a range of texts including magazines, newspapers, non-fiction texts and poetry. Read the same book as your child then set aside time to discuss what is happening and to make predictions.</p>
<p align="center">Maths</p> 	<p>In maths, we will be focusing on applying all four operations in a range of contexts. We will be looking at fractions to find the lowest common denominator, equivalent fractions, adding, subtracting, multiplying and dividing fractions. We will also be looking at the relationship between fractions, decimals and percentages and using this to solve problems and develop reasoning skills.</p>	<p>Now is the time to iron out the creases. If your child finds telling the time a challenge or struggles to recite certain times tables; practice, practice, practice – everyday! It's the only way. Play games, chant them in the car and ask questions.</p> <p>Also, complete the set challenges on Mathematics and provide challenges on Times Table Rockstars each week.</p>
<p align="center">Computing</p> 	<p>Coding:</p> <p>We will start our unit by using a resource called Turing Tumbles which is a game where players build mechanical computers powered by marbles to solve logic puzzles. We will then be using a program design process, including flowcharts, to develop algorithms for more complex programmes using and understanding of abstraction and decomposition to define the important aspects of the program. We will code, test and debug from these designs.</p>	<p>Use free coding sites e.g. scratch. Please monitor the use of online applications and ensure security settings are high.</p> <p>Find out more about Alan Turing: https://turingtrust.co.uk/ https://youtu.be/3r0P3CSYI-U</p>
<p align="center">History</p> 	<p>This half term we move onto WW2. The children will be exploring the reasons why the war started, what happened during the war, who the key people were and how the war ended. They will also explore the impact on the lives of the people who were left at home and their roles in the war.</p>	<p>The children will be set a project for the whole of this term. It will be their responsibility to organise, research and compile their project on different aspects of the war/s of their choice.</p>
<p align="center">Science</p> 	<p>Evolution & Inheritance</p> <p>The children will develop their understanding of how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>They will also be identifying scientific evidence that has been used to support or refute ideas or arguments. Further to this, they will identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.</p>	<p>As the children will be looking at how we have evolved, we'd love it if you could send in a photograph of your child, yourself and other family members to see similarities within their family. Please discuss the photographs with your child and any genetic similarities that they may have with their family members.</p>
<p align="center">D.T.</p> 	<p>The children will focus on cooking and nutrition in DT this half term.</p> <p>They will evaluate a range of sandwiches and cakes that could be suitable for afternoon tea. They will link this with their learning about rationing and design the food for a tea dance fit for a VE Day celebration.</p>	<p>Look at recipes at home and discuss the nutritional value of ingredients.</p> <p>Can the children create their own signature dish at home?</p>
<p align="center">R.E.</p> 	<p>We will be investigating what people believe and what difference this makes to how they live. Our learning will include:</p> <ul style="list-style-type: none"> • Defining the terms 'theist', 'atheist' and 'agnostic' and giving examples of statements that reflect these beliefs. • Identifying and explaining what religious and non-religious people believe about God, saying where they get their ideas from. • Giving examples of reasons why people do or do not believe in God. • Making clear connections between what people believe about God and the impact of this belief on how they live. • Reflecting on and articulating some ways in which believing in 	<p>Encourage your child to have 'quiet time' at home where they may reflect on the events of the day.</p> <p>Have a discussion at home about why people some people believe in God and some people do not.</p>

	<p>God is valuable in the lives of believers, and ways it can be challenging.</p> <ul style="list-style-type: none"> • Making connections between belief and behaviour in our own lives, in the light of our learning. 	
<p>Music</p> 	<p>We will be continuing with our Wider Opportunities Project this half term, which will culminate in a concert on Monday 18th November at 2.50pm.</p> <p>We will be using songs from World War Two to help us to develop pitch, control and confidence when singing. We will be using melodies and counter-melodies to help compose some of our own music.</p>	<p>Listen to a range of music, discussing layout, pulse, rhythm and appreciation.</p>
<p>P.S.H.E.</p> 	<p>Celebrating Difference</p> <p>This half term we will be discussing the following themes: Perceptions of normality; Understanding disability; Power struggles; Understanding bullying; Inclusion/exclusion; Differences as conflict, difference as celebration; Empathy</p>	<p>Discuss these topics with your child and relate to current news stories that might highlight area for discussion.</p>
<p>Spanish</p> 	<p>We will be developing our conversational Spanish with the expert guidance of Mrs Giuffre. She will deliver a session every Wednesday. Our theme this half term is homes and houses.</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zxsvr82</p>
<p>P.E.</p>	<p>In P.E. we will be developing our hand-eye coordination and speed through the sport 'Speed Stacking'. We will be developing skills and creating a class competition. We will also be holding our own intra-school competition by training and competing with other classes.</p> <p>In addition to speed stacking, we will be developing our athletics skills and preparing for an inter-school competition.</p>	<p>Discuss ways in which children can make positive lifestyle choices. Encourage children to be active as much as possible. Evidence shows that children spend more time on computers / in front of the TV than being active.</p>

Additional information:

Homework diary-

Every Monday we will fill in tasks that need to be completed during the week. Spellings will also be glued into the diary. Please ensure that homework diaries are signed by Friday. If you want to leave a message in the diary e.g. your child is finding something difficult, they've done excellent homework, you've not seen a reading book that week, the diary will then be checked on a Friday.

Spellings -

Spellings will be set on Spelling Shed every Monday. They will also be glued into the homework diary. We will be learning spelling strategies linked to the spellings during the week. It is expected that the children will have completed a minimum of five Spelling Shed challenges each week.

Reading – Every child will bring home a reading book each night. Please read with your child or discuss their reading book every day. If your child wishes to read something different some nights, that's absolutely fine. Please record any reading in their reading journal. It is expected that one reading journal challenge will be completed each week. This will be checked on a Friday. In addition to their reading, each child has a Read Theory log in. These are short comprehension tasks and it is expected that each child will complete a minimum of five challenges per week.

P.E. is on Monday and Tuesday. Children should come to school in their P.E. kit. i.e. plain black shorts/joggers/leggings, plain white t-shirt, school jumper and trainers. No other sportswear is permitted. Children will be required to remove their own earrings. If they are unable to do this, please take them out prior to coming to school or provide tape for your child to cover their own earrings.

Important dates -

Remembrance Service – 11th November in school 10.45am
Pupil Learning Meetings – 12th and 13th November (book via School Cloud)
Children In Need – 15th November
Ukulele Concert – Monday 18th November @ 2.50pm
NCMP School Nurse Visit – Wednesday 20th November
Sports Hall Athletics Competition – 21st November
Stockport Air-raid Shelter – 13th December
Christmas Party – 17th December
Fabulous Finish – 19th December
SATs week – 12th – 15th May, 2025
Residential – 11th June – 13th June, 2025

We look forward to challenging and learning with your child; we hope you will get involved too.

Kind regards

Mrs Looker and Mrs Butler 😊