



## Information for Parents – Autumn 2024

I am in Year 6 and my teacher is Mrs. Bannister

### Parents' Evening:

Monday 11<sup>th</sup> November

Thursday 14<sup>th</sup> November

Through Religious Education I am considering:

### The Kingdom of God and Justice.

Please see the half-termly Religious Education newsletter for more information and suggestions for how to support your child in their RE learning.

I will:

**Reflect** on the importance of responding to God's invitation.

**Respond** and **make links** between the relationship to Jesus and how it affects behaviour.

**Make links** between the parables and the Kingdom of God.

**Ask and respond to** questions about what is important for God and what is important for people – what is different?

**Show understanding of** how Kingdom values shape life

**Know** that Jesus wants all people to belong to his Kingdom

**Retell** parables or stories of Jesus

**Reflect** on the importance of the call of justice.

**Respond** and **make links** between the Biblical stories and beliefs about justice.

**Make links** between beliefs in justice from the Bible and why Christians work for justice.

**Ask and respond to** questions about justice and injustice and how these influence me.

**Show understanding of** the Biblical theme of justice has influenced the lives of others in history and those working today.

**Know** different actions and symbols of Advent and Christmas and say why these are used.

**Retell** parables or stories of Jesus linked to justice, Advent and Christmas.

The topics I am focusing on this term are:

### Historical Enquiry Question:

**History** – What impact did the early Islamic civilisation have on the modern world?

**Geography** – Can we time travel on planet Earth?

#### English Pathways:

##### Spoken language:

Build vocabulary

Articulate and justify answers

Maintain attention and participate actively in collaborative conversations

Use spoken language: speculating, hypothesising, imagining and exploring ideas

Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Consider and evaluate different viewpoints

##### Reading comprehension:

Identify and discuss themes and conventions

Ask questions to improve understanding

Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Predict from details stated and implied

Summarise main ideas, identifying key details

#### Reading Pathways:

**Predict:** Predict what might happen from details stated and implied.

**Clarify vocabulary:** Explore the meaning of words in context.

**Read and Retrieve:** Retrieve, record and present information.

**Read and Explain:** Summarise the main ideas in more than one paragraph.

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence.

Identify and discuss themes and conventions.

Distinguish between fact and opinion.

Identify how language, structure and presentation contribute to meaning.

Evaluate authors' language choice, including figurative language.

Make comparisons within and across texts.

<p>Identify how language, structure and presentation contribute to meaning Provide reasoned justifications for views</p> <p><b>Writing Composition:</b> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Use consistent and correct tense Proof-read for spelling and punctuation errors</p>	
<p><b>Pathways to Spell:</b> Word list – years 5 and 6. Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable. Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>. Words containing the letter-string <i>ough</i>. Endings spelt <i>-cious</i> and <i>-tious</i>. Use of the hyphen. Homophones and other words that are often confused.</p>	<p>In <b>Science</b>, I am working on: <b>Light, Electricity and Sustainable Energy.</b></p>
<p>In <b>Maths</b>, I am working on: <b>Place Value:</b> numbers to 10,000,000, integers and negative numbers. <b>Addition, Subtraction, Multiplication and Division:</b> common factors and multiples, rules of divisibility, prime, square and cube numbers, multiplying up to 4-digit numbers by 2-digit numbers, short division, long division, remainders, multi-step problems, reasoning with known facts and mental calculations and estimation. <b>Fractions:</b> equivalent fractions and simplifying; comparing, ordering, adding and subtracting fractions; adding and subtracting mixed numbers; multiplying and dividing fractions, dividing fractions by integers and finding the fraction of amounts. <b>Converting units:</b> metric measures and converting and calculating with metric measures; imperial measures, miles and kilometres.</p>	
<p><b>In PE, I am working on:</b> Team games: basketball, hockey and netball. Gymnastics</p>	<p><b>In Art, I am learning to:</b> develop my sculpture skills by making Christmas decorations.</p> <p><b>In DT, I am learning to:</b> build a model air raid shelter through construction and the use of electrical systems.</p>
<p><b>Relationships and Sex Education: I will learn:</b> about Jesus calming the storm and relate this to our own gifts and talents. We will also be learning about girls' bodies, boys bodies, spots, sleep, feelings and emotional changes. We will consider keeping safe online as well as learning about babies, menstruation and having hope beyond death.</p>	<p><b>In Computing, I will learn:</b> about communication systems and networks - communication and collaboration online and through the use of technology.</p> <p><b>In Music, I will learn:</b> about music technology and developing ensemble skills.</p>
<p><b>In MFL, I will learn:</b></p> <ul style="list-style-type: none"> <li>to listen attentively to French spoken language and respond accordingly, engaging in conversations, answering and posing questions and expressing opinions.</li> <li>to appreciate stories, poems, songs and rhymes.</li> <li>to use action verbs in the first- and third-person singular.</li> <li>to name craft materials.</li> <li>to locate French cities and tourist attractions in Paris.</li> </ul>	
<p><b>Here are some links to useful websites and resources which will support your child with their learning:</b>  <a href="http://www.stwinefrides.cheshire.sch.uk">www.stwinefrides.cheshire.sch.uk</a>  <a href="http://www.dioceseofshrewsbury.org">www.dioceseofshrewsbury.org</a>  <a href="http://www.spellingshed.com">www.spellingshed.com</a>  <a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a>  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  <a href="http://www.bbc.co.uk/bitesize/levels/zbr9wmn">www.bbc.co.uk/bitesize/levels/zbr9wmn</a>  <a href="http://www.ixl.com">www.ixl.com</a>  <a href="http://www.mad4maths.com">www.mad4maths.com</a></p>	