



St. Winefride's Catholic Primary School

Excellence



Respect



Compassion



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Happiness



Resilience

## Information for Parents – Spring 2025

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

Parents' Evening:

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Through **Religious Education** I am considering: **Exploring the Mass** and **Jesus, the Messiah**.

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

I will:

**Reflect** on the importance of the Eucharist.

**Respond** and **make links** between participation in Mass and behaviour.

**Make links** between Scripture and the understanding of who Jesus is.

**Ask and respond to** questions about what the Eucharist is and how it shapes the lives of believers.

**Show understanding of** the religious symbols and steps involved in religious worship.

**Know** that, in receiving the Eucharist, Christians are called to share this gift with the world and that it is the source and the summit of Catholic life.

**Retell** key passages of Scripture linked to the Eucharist.

**Reflect** on the centrality of the events of Holy Week, especially the Resurrection, in the lives of believers.

**Respond** and **make links** between the actions and symbols of Holy Week and why people go to church during Holy Week.

**Make links** between Scripture and the questions 'Do you think Jesus had a fair trial?' and show evidence on which they are based.

**Ask and respond to** questions about what the Eucharist is and how it shapes the lives of believers.

**Show understanding of** the actions and symbols used during Holy Week and how these influences how Christians treat others..

**Retell** some of the events of Holy Week and some of the miracle stories.

**Show understanding of** what we say and do in the Church to mirror the last week of Jesus' life.

The topics I am focusing on this term are:

**Enquiry Questions:**

**History** – What events led to World War II and what happened as a result of the war?

**Geography** – Global Trade – how do we get our stuff and where does it come from?

(Including Silk Road)

**English Pathways:****Spoken language:**

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication

**Reading comprehension:**

- Identify and discuss themes and conventions
- Make comparisons within and across books
- 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
- Evaluate authors' language choice
- Distinguish between fact and opinion
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

**Writing Composition:**

- 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
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

**Reading Pathways:**

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

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

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

**Summarise:** Summarise the main ideas from more than one paragraph.

**Infer:** Draw inferences (characters' feelings, thoughts and motives); justify with evidence.

**Identify:** Identify and discuss themes and conventions.

**Distinguish:** Distinguish between fact and opinion.

**Identify:** Identify how language, structure and presentation contribute to meaning.

**Evaluate:** Evaluate authors' language choice, including figurative language.

**Pathways to Spell:**

Word list – years 5 and 6.

Words with the /i:/ sound spelt ei after c (year 5 mastery)

Words with the /i:/ sound spelt ei after c

Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)

Contractions (high frequency and common exception words)

Contractions

In **Maths**, I am working on:

**Ratio:** Addition and multiplication, using the language and symbol of ratio, ratio and fractions, scale drawing, scale factors, ratio and proportion problems and recipes.

**Algebra:** using function machines, forming expressions, substitution, formulae, forming and solving equations, finding pairs of values and solving problems with two unknowns.

**Decimals:** place value within 1, integers and decimals, rounding decimals, adding and subtracting decimals, multiplication and division by 10, 100 and 1,000, multiplying and dividing decimals by integers and multiplying and dividing decimals in context.

**Fractions, decimals and percentages:** Decimal and fraction equivalents, fractions as division, percentages, fractions to percentages, equivalent and ordering fractions, decimals and percentages, finding percentages of amounts including missing values.

**Area and perimeter:** area and perimeter of shapes, including triangles, right-angled triangles and parallelograms. Volume.

**Statistics:** Line graphs, dual bar charts, drawing, reading and interpreting pie charts, pie charts with percentages and finding the mean.

In **Science**, I am working on:

**Light**

**The Circulatory System**

**Diet, Drugs and Lifestyle**

<p><b>In PE, I am working on:</b>  Gymnastics – apparatus.  Fitness – Boxercise and dodgeball  Bat and ball – tennis and badminton  Swimming  Outdoor Adventure Activities (Conway Residential)</p>	<p><b>In Art, I am learning to:</b>  Develop and apply my drawing skills linked to the Pointillist movement and inspired by George Seurat.  <b>In DT, I am learning to:</b>  Develop and apply my skills in textiles linked to making an Easter decoration.</p>
<p><b>Relationships and Sex Education:</b>  <b>The children will learn:</b>  About their relationship with others. They will build on the understanding that we have been created out of love and for love, exploring how they take this calling into our family, friendships and relationships. The children will also learn strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>	<p><b>In computing, the children will learn:</b>  <b>Coding;</b> using functions to simplify complex programs, creating new sprites and assigning them costumes and behaviours, creating an interactive animation, identify the benefits of using a loop structure, breaking complex tasks into smaller repeatable sections and building empathy for others and learn strategies to use when confronted with cyberbullying.  <b>In Music, the children will learn:</b>  How to listen to and appraise music and build upon their knowledge and understanding about the interrelated dimensions of music through warm up games, singing, playing instruments with a song, improvisation and composition. They will also perform as an ensemble, sharing and improving their work throughout their learning.</p>
<p><b>In MFL, the children will learn:</b>  About HOBBIES in French:  <ul style="list-style-type: none"> <li>• Naming hobbies</li> <li>• Talking about types of music and giving a variety of opinions</li> <li>• Saying what musical instruments they play</li> <li>• Talking about different types of film</li> </ul> About A SCHOOL TRIP in French:  <ul style="list-style-type: none"> <li>• The perfect past tense</li> <li>• The future tense</li> <li>• Some common verbs</li> <li>• Vocabulary associated with a trip to a museum and the countryside</li> </ul> </p>	
<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.trockstars.co.uk">www.trockstars.co.uk</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>	