

I am in **Year 6** and my teacher is **Mrs. Bannister**Meet My Teacher: 22nd September**Parents' Evening:**Monday 13th OctoberMonday 20th OctoberThrough **Religious Education** I am considering:**Creation and Covenant and Prophecy and Promise.**

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:

Understand the literary forms found in Genesis 2.

Understand the Christian belief of 'original sin', making links with the second story of Creation.

Describe and explain the beliefs about sin damaging relationships.

Use the term 'stewardship' in explaining our responsibility towards the earth.

Explain some Christian beliefs about the Sacrament of Baptism.

Understand the Christian belief that in Jesus, God restored humanity's relationship with him.

Describe the work of a Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe.

Recognise that many scientists are Christians and do not see any conflict between their faith and science.

Study Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context.

Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history'.

Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises.

Use theological language to describe and explain the belief that Mary became the 'Mother of God'.

Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.

Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God.

The topics I am focusing on this term are:

History – Early Islamic Civilisation.

Historical Enquiry Question: What impact did the early Islamic civilisation have on the modern world?

Geography – Exploring Global positions and time zones.

Geographical Enquiry Question:

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

Identify how language, structure and presentation contribute to meaning

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

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.

clarify meanings Use consistent and correct tense Proof-read for spelling and punctuation errors	
Pathways to Spell: Word list – years 5 and 6. Adding <i>-ed</i> , <i>-ing</i> , <i>-er</i> , <i>-est</i> , <i>-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.	In Science , I am working on: Light, Electricity and Sustainable Energy.
In Maths , I am working on: Place Value: numbers to 10,000,000, integers and negative numbers. Addition, Subtraction, Multiplication and Division: 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. Fractions: 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. Converting units: metric measures and converting and calculating with metric measures; imperial measures, miles and kilometres.	
In PE, I am working on: Team games: basketball, hockey and netball. Swimming. Gymnastics	In Art, I am learning to: develop my sculpture skills by making Christmas decorations. In DT, I am learning to: build a model air raid shelter through construction and the use of electrical systems.
Relationships and Sex Education: I will learn: 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. In My Happy Mind, I will learn: Meet Your Brain: The science behind the brain and understanding how to react positively. Using calming strategies independently. Celebrate: The importance of identifying character strengths in themselves and others. How character strengths help in different situations. How character strengths can support them through transition.	In Computing, I will learn: about communication systems and networks - communication and collaboration online and through the use of technology.
	In Music, I will learn: about music technology and developing ensemble skills.
In MFL, I will learn: <ul style="list-style-type: none"> to listen attentively to French spoken language and respond accordingly, engaging in conversations, answering and posing questions and expressing opinions. to appreciate stories, poems, songs and rhymes. to use action verbs in the first- and third-person singular. to name craft materials. to locate French cities and tourist attractions in Paris. 	
Here are some links to useful websites and resources which will support your child with their learning: www.stwinefrides.cheshire.sch.uk www.dioceseofshrewsbury.org www.spellingshed.com www.bbc.co.uk/schools www.topmarks.co.uk www.bbc.co.uk/bitesize/levels/zbr9wmn www.ixl.com	