

Literacy**Reading**

Darwin's Dragons by Lindsay Galvin

Writing**Important Scientists – biographies**

Outcome: Biography

Grammar: colon, etymology, complex sentence structure

Darwin's Dragons - modern fiction

Outcome: diary entry, narrative.

Grammar: brackets, dashes, commas to show parenthesis.

Thurlbear Christian Value

Thankfulness

RE**Salvation**

What difference does the Resurrection make for Christians?

PSHE

Healthy Me

Numeracy**Fractions, Decimals & Percentages**

Decimal and fraction equivalents
 Fractions as division
 Understand percentages
 Fractions to percentages
 Equivalent fractions, decimals and percentages
 Order fractions, decimals and percentages
 Percentage of an amount – one step
 Percentage of an amount – multi-step
 Percentages – missing values

Area, Perimeter & Volume

Shapes – same area
 Area and perimeter
 Area of a triangle – counting squares
 Area of a right-angled triangle
 Area of any triangle
 Area of a parallelogram
 Volume – counting cubes
 Volume of a cuboid

Statistics

Line graphs
 Dual bar charts
 Read and interpret pie charts
 Pie charts with percentages
 Draw pie charts
 The mean

Art: Activism

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

Computing: Variables in Games

Design, write and debug programs that accomplish specific goals

Use sequence, selection, and repetition in programs

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Music

Epoca

PE

FMS: Static Balance: One Leg Dynamic balance to agility: jumping and landing.

Science – Evolution & Inheritance**National Curriculum Objectives:**

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Working Scientifically Objectives:

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- identifying scientific evidence that has been used to support or refute ideas or arguments

Online Home Learning

Reading

Literacy or Maths task

Spellings

Dear Parents,

We will be continuing some of our previous half term's learning, as well as, starting new topics in subjects. Our science focus will link nicely to our literacy learning, where we will be studying Charles Darwin.

Our PSHE is all about 'Healthy Me'. There are some topics that may be new to children and could bring up some questions at home, so I have shared the lessons below that we will be delivering to the children:



Jigsaw knowledge and skills progression: Healthy Me Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Healthy Me Puzzle (unit of work) including the key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

| HM | Knowledge | Social and Emotional Skills | Questions for Family Learning |
|--|---|---|---|
| Ages 10-11 | <ul style="list-style-type: none"> Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know what it means to be emotionally well Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse | <ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure | <ul style="list-style-type: none"> What can you do to keep yourself physically / mentally well? What types of drugs do you know about? What makes you feel stressed? What helps you when you feel stressed? Can we share a Calm me time together? Does Calm Me time help you stay calm and manage stress? Can you recognise when anyone in our family is stressed? What can you do if someone is putting pressure on you? Does Jigsaw Jerrie Cat factor in your lessons? |
| <p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p> | | | |
| <p>New key vocabulary that may be introduced: Responsibility, Choice, Immunisation, Prevention, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers.</p> | | | |

Home-learning

All home learning will be posted every Friday on Google Classroom. Tasks set for homework will be: spelling, reading and maths or literacy. I will also inform you of our topic if you wish to do any extra home-learning, but this is not a requirement. Homework will begin this week and the children have previously brought home log in details, so please just make sure you can access the sites required.

Reading

This year, we have decided to keep a book record in the classroom, so we can monitor the books the children are reading. Although there is no record of weekly reading, the expectation is that the children read at least 5 times a week alone or with an adult. It is fundamentally important children do both of these; their understanding of grammar, punctuation and spelling is greatly improved when they read aloud.

PE

PE sessions are on Monday (Mr Gunstone) and Thursday. Please ensure children have the correct PE Kit, sensible footwear and that these are in school when necessary! As we are in the winter months, children are able to wear warmer clothes for PE, but please no overly colourful, printed or branded clothing.

SATs Booster

These will continue for those who already attend. It will start this week (22nd February) and continue to May. The only one that is **cancelled is Thursday 21st due to Parent Meetings.**

Key Dates – These will be updated as we go along, so please regularly check to school calendar and I will also put out information on Class Dojo.

February

Friday 23rd – PTA Disco

March

Thursday 7th – World Book Day

Tuesday 12th – Hello Earth! An online Year 6 STEM webinar

Monday 18th & Thursday 21st – Parents' Evening

Tuesday 26th – Yr 6 Heights & Weights

M&M Productions 'Oliver Twist'

Thursday 28th – KS2 Easter Service

Friday 29th – Good Friday (start of Easter Holidays)

Further in the future...

SATs: SATs week will be Monday 13th May – Thursday 16th May 2024

Residential: Monday 24th – Wednesday 26th June @ Barton Hall

As always, if you have any questions or queries, please do not hesitate to contact me.

Best wishes,
Miss Warrington