



KS2 Half Term Curriculum Plan / Home Learning Letter

Year 6

Autumn 1st Half Term: September 2020

Dear Parents/Carers,

We are delighted to welcome all the children back to school and into Year 6. We hope that you all managed to find some time to relax over the summer.

Given that this will be the first time, since March, that all of the children have been back in school together, our focus for the first few weeks will be on supporting this transition. As part of this focus, we will carry out a range of creative activities that will help children become accustomed to their new routines and environment, whilst also helping them reconnect with their friends and the adults working in the classroom.

As the term progresses, much of the learning will stem from our key Literacy text, *Voices in the Park* by Anthony Browne and from our Science Topic, *The Nature Library*. The table below provides a brief overview of the learning experiences children will be having across the subjects.

Subjects	Focus of Learning
English	Our Literacy text this half-term will be <i>Voices in the Park</i> by Anthony Browne. The children will have the opportunity to look in depth at this amazing picture book as well as using it as a basis for their own writing. Spelling, punctuation and grammar is an integral part of the children's writing, so we will spend time focusing on these areas and much of the children's English home learning activities will be consolidating this learning.
Reading	Much of our reading sessions will be focused on reading comprehension and understanding the texts they are reading. The children will be building on their prior learning and skills of using inference and deduction to respond to different texts and how to evidence their responses.
Maths	In Maths, our main focus will be on number work, including place-value of whole and decimal numbers; calculating using the four operations and securing number facts. In addition to this, we will be looking at fractions; expressing missing numbers algebraically; converting between units of measures and negative numbers. The children will also have a weekly arithmetic session to consolidate their knowledge of the formal written methods for addition, subtraction, multiplication and division of whole numbers, decimal numbers and fractions. It is really important that the children spend time learning their multiplication tables as these are key to much of the maths work that the children encounter every day.
Science	Our Science topic this term will be ' <i>The Nature Library</i> ', which involves learning about the classification of living organisms. The children will investigate the features of different plants, animals and micro-organisms and will be encouraged to use a range of scientific vocabulary. They will be set tasks that will help them develop their skills of observation and will require them to represent information and data in a range of ways, including creating their own classification keys.
Computing	Our Computing learning will be focused on E-safety. We will be looking at how to use the internet safely and how important it is not to share personal information.



Geography	Our Geography focus is on Volcanoes and Earthquakes. The children will be learning about the structure of the Earth; the features of a volcano; famous volcanoes and earthquakes; the effects of volcanoes and earthquakes; how to prepare for an earthquake and what it's like living near a volcano.
PHSCE	Our PSHCE focus, for the whole half term, will be on the transition back to school and supporting relationships. Activities will include thinking about the year ahead and how they are feeling about being back at school. We will be looking at how we can look after ourselves and others and how to stay safe in school.
Art/DT	We will be focusing on two art based activities to create displays in the classroom. The first will be the children drawing a self-portrait depicting their outer self and inner self. The second activity will be the children creating a collaborative display to remind them of the importance of working together and supporting and helping each other.
RE	We will be basing our RE learning around The Parable of the Mustard Seed for the first two weeks and then moving on to explore parts of the Gospels, where the children will identify some of the features of gospel texts and compare their ideas with ways in which Christians interpret biblical texts.

Home Learning

Home learning will be set on Google Classroom. It will consist of a Maths task set on a **Tuesday** which needs to be completed and turned in by **Thursday** and an English task set on a **Wednesday** which needs to be completed and turned in by **Friday**. In addition, a set of weekly spellings will be uploaded on a **Wednesday** and the children will be tested in school the following **Wednesday**. We will provide the children with a 'Home Learning' exercise book, which the children can record their home learning in if they wish. A photo can be taken of the learning and then uploaded and submitted to Google Classroom. Home learning exercise books must be kept at home.

In addition to these home learning tasks, we recommend that children also engage with RM Easi-Maths and TT rock stars on a regular basis. Please let a member of the Year 6 team know, if you need any help accessing these platforms. Another really good Maths website to support home learning is <https://corbettmaths.com/primary/>.

Reading

One of the most important ways in which you can support your child's learning is to ensure that they engage with 10-15 minutes reading every day. It is really helpful if you can take some time to read with your child and ask questions about what they have read. This will help to support their developing comprehension skills. It is also beneficial to read aloud to your children. When your child finishes reading a book, they will have the opportunity to complete an Accelerated Reader quiz at school. *As part of our COVID 19 control measures, once a school book has been read by a child, it will be placed in a quarantine box for 72 hours before they are put out again for another child to choose and read.* It would be helpful therefore, if your child could bring in a reading book from home to keep in their drawer, as well as having a book to read at home. The children will keep a reading record (paper copy) in school, on which they will record the book titles they are reading, a brief comment and any 'Accelerated Reader' quiz scores that they achieve.

PE

We will be having PE sessions on **Tuesday** and **Friday**. As part of our control measures, we do not want children to change in the classroom so on **these days, children will need to come in to school wearing** their PE kit. This should consist of their school polo top or school PE t-shirt, jogging bottoms and trainers (not plimsolls, due to possible wet weather).



Pencil Cases

As part of our risk assessment and control measures, we are asking that children in Y2 to Y6 bring in their own pencil case to limit children needing to share resources.

Pencil cases should:

- not go between home and school; they should remain in the classroom.
- be made of a 'wipeable' material e.g. plastic or metal – nothing made of fabric.
- contain a pencil, eraser, sharpener (preferably one that collects pencil shavings), small ruler, handwriting pen, red pen, glue stick and some colouring pencils.

In addition, to support their learning, the children can if they wish, bring in a Dictionary and Thesaurus to keep in their drawer at school. In previous years, we have also found that a notebook is really useful to have in school to jot down passwords to websites, taking notes in lessons etc. As with the other resources, these additional items must remain in the classroom and not go home.

School Bags

School bags should not be brought to school at all. Children will not be transporting home learning folders or pencil cases and should they need to bring anything on site e.g. a reading book, they should **use a named plastic bag or a book bag.**

Mobile Phones

Mobile phones should only be in school if your child is walking to or from school on their own. They will need to be handed in to one of the class team on entering the classroom, and they will be put in a sealed plastic bag and stored safely until the end of the day. It is very important that you email the school office giving permission for your child to walk to/from school independently. If we don't receive an email, we will assume that your child is being escorted to and collected from school.

Packed Lunches

If your child brings a packed lunch to school, please bring it in a plastic bag (not just in a box) for ease of cleaning and storage on pegs.

We are very much looking forward to working with you over the course of the next academic year. If you have any questions, please contact the class team via the School Office email.

Many thanks for your continued support.

Susan Kelly