



Your child is learning:	You can help your child by:	Useful websites:
<p><b>Religious Education:</b>  <b>Prayers, Saints and Feasts:</b> In this unit we will explore the concept of Heaven, the Church's belief in Mary and the feasts celebrated in her honour.</p> <p><b>Advent:</b> In this unit, we will look in further detail at the nature of the Messiah who is to come. It will provide a deeper opportunity to explore the response demanded of Christ's followers by exploring parables.</p>	<p>Daily prayers</p> <p>Read and discuss the following Bible passages and the Theology:                      Prayers, Saints &amp; Feasts: Revelation 7: 2-4, 9-14                      Mary and all the saints share in the life of Jesus in Heaven.</p> <p>Advent: Advent is a time to prepare for the Second Coming of Christ and that this season demands preparation from his followers.                      Matthew 25:1-13. The parable of the bridesmaids                      Luke 12:35-40 The parable of the servant waiting for the master to return</p>	<p><a href="http://www.portsmouthdiocese.org.uk">www.portsmouthdiocese.org.uk</a>  <a href="http://www.stbedesbasingstoke.org.uk">www.stbedesbasingstoke.org.uk</a>  <a href="http://www.bibleforchildren.org">www.bibleforchildren.org</a></p>
<p><b>English:</b>  <b>Fiction:</b> We will be looking at the C.S. Lewis book: The Lion, the Witch and the Wardrobe. The children will be analysing the characters, their actions and the language used, before planning and writing their own fantasy adventure story. Children will also be planning and writing their own play scripts based on Alice in Wonderland.</p> <p><b>Poetry:</b> We will be looking at the poems Jabberwocky, The Picnic and To See a Unicorn. Focusing on the vocabulary and imagery used, children will be planning and writing their own poems.</p> <p><b>Non-Fiction:</b> We will be expressing the story of The Lion, The Witch and the Wardrobe through drama and exploring recounts of evacuation.</p>	<p>Reading different styles of poem – discuss the features of these and the personal effect of the poem as well as global issues of homelessness, pollution, etcetera.</p> <p>Go to or talk about theatre productions and their structure.                      Spelling: help the children to learn their spellings                      Handwriting: encourage the children to practise their handwriting at home</p>	<p><a href="http://www.poetryarchive.org/childrensarchive/home.do">http://www.poetryarchive.org/childrensarchive/home.do</a></p>
<p><b>Mathematics:</b>  <b>Handling data and measures:</b>                      The children will learn to read scales accurately and record result and they will convert between different units of measurement.</p> <p><b>Calculating, measuring and understanding shape:</b> The children will solve practical problems by estimating and measuring using standard metric units. Children will explore the properties of 2-D and 3-D shape.</p> <p><b>Securing number facts, relationships and calculating:</b> The children will use efficient written methods to add, subtract, multiply and divide integers and decimal numbers.</p>	<p>Daily work on times tables – this year the children will complete a weekly times table challenge in which they will have a minute to answer twenty questions on a specific table including its inverse.</p> <p>Vocabulary: work through all mathematical vocabulary to ensure that the children understand what calculation they are being asked to carry out.</p> <p>Discuss mathematics in familiar, everyday contexts.</p>	<p><a href="http://www.mathsisfun.com">www.mathsisfun.com</a>  <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>  <a href="http://www.educationcity.com">www.educationcity.com</a></p>
<p><b>Science:</b>  <b>Light:</b>                      Pupils will be taught to: recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Take opportunities to ask - "What would happen if ...?" questions or present brainteasers to encourage children to be inquisitive and seek out answers. Children need to know that science isn't just a subject, but it is a way of understanding the world around us.</p>	<p>Subscription website - <a href="https://www.theschoolrun.com/year-6-science">https://www.theschoolrun.com/year-6-science</a>  <a href="https://www.topmarks.co.uk/Search.aspx?Subject=26">https://www.topmarks.co.uk/Search.aspx?Subject=26</a></p>
<p><b>Computing:</b>                      We will be using the software Scratch to program computer games. The children will learn to decompose an existing game and use efficient coding to recreate it. They will then go on to design and code their own computer game, ensuring they debug their</p>	<p>Talk to your children about devices that use computer programs to operate.                      Discuss the importance of giving programs clear instructions.</p>	

game.		
<p><b>P.E:</b> Gymnastics: Children will look at a variety of balances including tuck, dish hold and arch to enable them to hold different balances both individually and with a partner. They will move onto creating a sequence involving numerous balances and aid other groups in their balances as the role of a coach.</p> <p>Games: Children will be using their knowledge of different ball games: netball, cricket, hockey, football, rugby and basketball to create a new game that can be played during the games lesson and looking at creating effective warm up games that can be played before a lesson begins.</p>	<p>Talk to your child about different ball games that you can play for fitness.</p> <p>Research online other countries, which have different sports to us, which are played during a games lesson in their school e.g. New Zealand, Australia and America.</p>	
<p><b>Creative Curriculum – Ancient Egypt</b> The children will be learning all about the history of this fascinating ancient civilisation. The areas that we will be covering include:</p> <ul style="list-style-type: none"> <li>• Creating a timeline</li> <li>• Developing our mapping skills</li> <li>• Studying the river Nile</li> <li>• Researching the daily life of an ancient Egyptian</li> <li>• Uncovering the truth behind Pharaohs and the pyramids.</li> <li>• Reconstructing the mummification process</li> <li>• Creating Egyptian death masks</li> <li>• Studying hieroglyphics</li> <li>• Baking authentic ancient Egyptian bread</li> <li>• Recreating Egyptian wall art</li> </ul>	<p>Visit The British Museum in London or have a look at their website.</p> <p>Talk about fact and fiction associated with Ancient Egypt.</p>	<p><a href="http://www.britishmuseum.org/explore/cultures/africa/ancient_egypt.aspx">http://www.britishmuseum.org/explore/cultures/africa/ancient_egypt.aspx</a> <a href="http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/">http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/</a></p>
<p><b>French:</b> The children will be learning to: give opinions using c'est; speak about the clothes they are wearing; use the numbers from 0-60 and use et and mais to make longer sentences.</p>	<p>Discussing what they have been learning and practise with them at home.</p>	
<p><b>P.S.H.E:</b> <b>SEAL:</b> Getting on and falling out In this unit, children will learn to understand and use a variety of ways to criticise constructively and respond to criticism.</p> <p><b>HANTS:</b> Managing Conflict: In this unit, children will learn to define bullying and conflict and understand the difference between the two.</p>	<p>Talk to children about the difference between conflict between friends and those you do not get on with and bullying.</p>	<p><a href="http://www.citizenshipfoundation.org">www.citizenshipfoundation.org</a></p> <p><a href="http://www.bbc.co.uk/learningzone/clips/resolving-conflict-in-the-playground/720.html">http://www.bbc.co.uk/learningzone/clips/resolving-conflict-in-the-playground/720.html</a></p>
<p><b>Music – Egypt</b> We will be reading, writing and performing Egyptian-style music, focusing on the following key skills:</p> <ul style="list-style-type: none"> <li>• Understanding dimensions - Pitch: minor scales and chromatic pitches Texture: using chords as an accompaniment</li> <li>• Extending accuracy of vocal range to include pitching of chromatic patterns</li> <li>• Maintaining my own part with an awareness of how the parts fit together</li> <li>• Improvising using a scale as a base</li> <li>• Identifying how the pitch and texture of a piece can be manipulated to create different musical styles.</li> </ul>	<p>Listen to traditional Egyptian music and discuss with your child the different instruments that they can hear.</p> <p>Are there key similarities between different pieces of music?</p>	<p><a href="http://www.youtube.com">www.youtube.com</a></p>