

<p><b>As readers and writers, we will be...</b>  Our class readers this term are <i>Carries' War</i> by Nina Bawden and <i>The Boy in the Striped Pyjamas</i> by John Boyne. Please don't read these at home with the children as we will be using them extensively in class. I have attached a list of possible other titles which you could share at home.</p> <p><b>Spelling</b> - To embed the use of independent spelling strategies for spelling unfamiliar words (e.g. phonemic, syllabic, visual, word families, mnemonics, etymology); to investigate the meaning and spelling of connectives (e.g. furthermore, nevertheless). Extend the knowledge of spelling strategies and apply to high-frequency words</p> <p><b>Grammar and Punctuation</b> - To revise from Y5: the different word classes, e.g. prepositions; re-expressing sentences in a different order; The construction of complex sentences; The conventions of standard English; Adapting texts for particular readers and purposes; To revise earlier work on verbs and to understand the terms 'active' and 'passive'; being able to transform a sentence from active to passive, and vice versa; to note and discuss how changes from active to passive affect the word order and sense of a sentence;</p> <p>To investigate connecting words and phrases: collect examples from reading and thesauruses; study how points are typically connected in different types of text; classify useful examples of different kinds of text - for example by position (besides, nearby, by); sequence (firstly, secondly...); logic (therefore, so, consequently); identify connectives which have multiple purposes (e.g. on, under, besides); To form complex sentences through, e.g. using different connecting devices; reading back complex sentences for clarity of meaning, and adjusting as necessary; evaluating which links work best; exploring how meaning is affected by the sequence and structure of clauses; To secure knowledge and understanding of more sophisticated punctuation marks: colon, semicolon, parenthetical commas, dashes, brackets</p> <p><b>Content linked together using a varied range of texts types using class reader as a stimulus</b>  Text: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis  Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing  Sentence: Use of the passive to affect the presentation of information in a sentence.  Punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses  Punctuation: Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Key Terminology</b> - object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points  <b>New Learning</b> - Wider range of cohesive devices; synonyms and antonyms; subjunctive; bullet points; hyphens; Punctuation between independent clauses</p>	<p><b>As scientists we will be learning about...</b></p> <ul style="list-style-type: none"> <li>• Evolution and Inheritance</li> <li>• Living things and their habitats</li> </ul> <p style="text-align: center;"><b>A Child's War</b></p> <p>Working towards the Evacuees' tea party, building Anderson shelters and a greater understanding of the world around us.</p>  <p><b>As theologians we will be learning ...</b></p> <ul style="list-style-type: none"> <li>• Sikhism</li> <li>• Remembrance</li> <li>• Message of Christmas</li> </ul> <p>And our PSHCE comes from the JIGSAW curriculum starting this term with 'Happy Being Me' and 'Celebrating Difference'</p> <p><b>As historians we will be learning...</b>  About World War 2 focusing on important people, holocaust, major events and the Home Front.</p> <p><b>As artists and designers we will be...</b></p> <ul style="list-style-type: none"> <li>• Drawing British wildlife and plants</li> <li>• Discussing/Using the styles of European Artists</li> <li>• Building Anderson Shelters</li> </ul>	<p><b>As mathematicians we will be learning...</b></p> <ul style="list-style-type: none"> <li>• Round, read, write and compare 6-digit numbers and 3 place decimals by knowing what each digit represents.</li> <li>• Use mental and column addition to add 5-digit numbers, decimal numbers and amounts of money.</li> <li>• Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns. Including finding missing lengths and angles, using brackets in calculation problems and using knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Convert between units of measurements including time.</li> <li>• Use mental addition, column subtraction and counting up to solve subtractions of amounts of money and word problems; use mathematical reasoning to investigate.</li> <li>• Use mental, short and long multiplication strategies for 2 step word problems and multiplying 4 digit numbers by teen numbers.</li> <li>• Understand negative numbers.</li> <li>• Add, subtract, multiply, divide and compare fractions with unlike, but related, denominators; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a mixed number.</li> <li>• Calculate the perimeter, area and volume of shapes.</li> <li>• Use mental strategies to divide by 2, 4, 8, 5, 20 and 25; find non-unit fractions of amounts; use short division to divide 3- and 4-digit numbers by 1-digit numbers, express a remainder as a fraction and simplifying where possible.</li> </ul> <p>Learning will continue to follow the Abacus scheme of work, with home learning activities most weeks to support this.</p> <p><b>As athletes we will be...</b></p> <ul style="list-style-type: none"> <li>• Swimming</li> <li>• And using REAL PE Scheme of Work which includes aspects of Games, Gym and Dance while building skills</li> </ul> <p><b>As computing experts we will be developing...</b></p> <p>Switched on ICT thinking about App development and design</p>
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*Other books you might enjoy which have similar themes to the books we will be using within English, History and PSHCE. They start with more straightforward themes and then get more involved as the list goes on. They are good books for discussion and shared reading at home particularly with older children who feel they may be too old to read out loud to you...*

*\*\*Please make sure you record all reading in the Home-School Diary.\*\**

1. Water Wings or Blabbermouth by Morris Gleitzman
2. The Diddakoi by Rumer Godden
3. Stormbreaker by Anthony Horowitz
4. Walter and Me by Michael Morpurgo
5. Aquila by Andrew Norris
6. Northern Lights by Philip Pullman
7. Journey To Jo'burg by Beverly Naidoo
8. Pig Heart Boy by Malorie Blackman
9. Tom's Midnight Garden by Philippa Pearce
10. Eren by Simon P Clark
11. The Railway Children by E. Nesbitt
12. Goodnight Mr Tom by Michelle Magorian
13. The Hobbit by JRR Tolkien
14. Kensuke's Kingdom by Michael Morpurgo
15. Lion boy Zizou Corder
16. Once by Morris Gleitzman
17. Noughts and Crosses by Malorie Blackman
18. The Borrowers by Mary Norton
19. Siverfin by Charlie Higson
20. Boy by Roald Dahl
21. Children of Green Knowe by Lucy Boston
22. My Friend's a Werewolf by Pete Johnson
23. Tales of Redwall Series by Brian Jacques
24. Badger on the Barge by Janni Howker
25. The Ghost of Thomas Kemp by Penelope Lively
26. Stravafanze series by Mary Hoffman - *(written with dyslexic children in mind)*
27. Mortal Engines by Philip Reeve
28. Madame Boudtfire by Anne Fine
29. Five children and It by E. Nesbitt