

What your child will be studying this term – Year 6

Crime and Punishment

English

In English, we will continue to build on our reading skills, using extracts from a range of fiction and non-fiction texts. We will continue to build on our comprehension skills, including summarising main ideas from more than one paragraph and explaining how meaning is enhanced through the author's choice of words and phrases. We will continue to expand our vocabulary and use our knowledge to identify the word class (e.g. if it is a noun or an adjective etc) as well as finding synonyms and antonyms. We will continue to read for pleasure and confidently choose texts and authors based on our likes. In writing, we will use 'Thief.' We will write for a range of purposes and show an awareness of the reader. We will begin to vary the familiarity of writing depending on the text type. We will use a range of sentence types and lengths for effect and use devices such as adverbials for precision and cohesion. We will ensure our writing is punctuated correctly. We will develop our understanding of figurative language, using similes, metaphors and personification. We will accurately spell words from the Y5/6 word list. We will ensure that we use a neat, joined up style of handwriting.

Maths

In maths, we will be focusing on number this term using the White Rose maths programme. We will be learning

- place value of numbers to 10 million
- rounding
- negative numbers
- roman numerals
- addition and subtraction of numbers up to 5 digits
- multi-step problems
- long and short multiplication
- squared, cubed and prime numbers
- factors
- BODMAS
- fractions

Science – Living things, fossils and evolution and light.

We will recognise that living things have changed over time and find out about the information fossils provide us with. We will recognise that offspring vary. We will also learn about adaptability and how this may lead to evolution. We will also learn how light travels in straight lines and travels from light sources. We will develop our understanding of shadows.

Computing – algorithms, coding and programming

We will learn how to troubleshoot a program that is not working using the original algorithm. We will know that variables can be used to control outcomes and know that there is a code 'behind' block-based programming tools. We will learn to plan and program a simple interactive activity independently and edit and modify other people's codes and programs.

History – Crime and Punishment

We will place major historical periods on a timeline and create a glossary of terms associated with crime and punishment throughout the ages. We will learn about Roman crimes and how the Roman justice system has influenced the justice system today. We will learn about how crime and punishment was dealt with in different eras and learn about the bloody code. We will also learn about the transportation of criminals to Australia and describe life on a penal colony. We will understand the experiences of Victorian prisoners. We will compare crimes today with crimes in the past.

Art – creating portraits.

We will learn about different styles and techniques when creating portraits. We will use different lines, tones and different painting techniques to create our own portraits, including increasing our awareness of using tone to describe light and shade, contrast, highlight and shadow.

D.T – Making a bag

We are developing our sewing skills by learning how to sew on a button and use a range of embroidery stitches. We will design a bag, create a template and cut out fabric. We will learn how to improve the appearance of the bag through the use of decoration.

R.E

We will be learning about art in Christianity and the celebrations which different religions enjoy.

PSHE – relationships

We will learn how to recognise negative relationships and how to seek help.

Please see the next page for ways to support your child's learning







Ways in which you can help your child

- Ensure your child reads at home every night and discusses what has been read - ask your child to predict and summarise
- Use the VIPERS questions to check your child's understanding of texts read
- Develop your child's inference skills - can your child use clues in the text to tell you more about the characters?
- Identify words which your child doesn't know the meaning of - can they find the definition and use in their own sentence?
- Take one of the words and create a word of the week - how often can your child use it?
- Practise spelling words from the Year 5/6 word list - can your child write them in sentences?
- Look at different texts read and decide if they are formal or informal by the language used - create a glossary of formal language
- Practise joined up writing every day - ensure that your child is able to join up and can write neatly and fluently
- Go on mathematics and times tables rock stars
- Check your child knows their times tables and can recall them quickly - can they apply this to associated facts (e.g. $4 \times 4 = 16$ so $4 \times 40 = 160$)
- Look at a number square - how many squared, cubed and prime numbers can your child find?
- Visit the Clink Prison museum or the Tower of London or go on their website
- Research Robin Hood - was he a hero or villain?
- Practise self portraits
- Practise different embroidery stitches at home (watch you tube videos for inspiration)

Please see the next page for VIPERS questions and the Year 5/6 word list

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p> 	<p>Make and justify inferences using evidence from the text.</p> 	<p>Predict what will happen based from the details given or implied.</p> 	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?