

# Class Page October 2017 - Kestrels

## English- We are working towards our end of Key Stage 2 Targets –

### Writing

#### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

#### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

#### Working at greater depth within the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

### Spelling Punctuation and Grammar - We are developing our understanding of the following terms-

active voice	direct speech	object	relative pronoun
adjective	drop in clause	parenthesis	root word
adverb	ellipsis	passive voice	semi-colon
antonym	exclamation mark	past perfect	simple sentence
apostrophe - contracted form / omission	expanded noun phrase	past progressive	singular
apostrophe - possession	formal language	past tense	standard English.
brackets	full stop	plural	statement
bullet points	fronted adverbial	possessive pronoun	subject
capital letter	future perfect	prefix	subjunctive form
colon	future progressive	preposition phrase /	subordinating conjunction
comma	future tense	preposition	subordinate clause
command	hyphen	present perfect	suffix
complex sentence	informal language	present progressive	synonym
compound sentence	inverted commas	present tense	verb
co-ordinating conjunction	main clause	pronoun	word class
dash	modal verb	question	
determiner	noun	question mark.	
	noun phrase	relative clause.	

## Reading-

### Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

### Year 6 – Reading at Home – Make Reading Fun

1. Have discussions together about books – read the books your child is reading.
2. Children are often interested in new words and what they mean – encourage them to look them up in a dictionary to find the meaning and origin.
3. Help your child identify an author, character or series of books they particularly like and find more in the series or by the author.

### Year 6 – Writing at Home – Make Writing Fun

1. Encourage your child to write about their heroes, sports events, hobbies and interests to help keep them interested in what they are writing about.
2. Short stories or a journal – on paper or on a computer – can help them to write about their experiences and their own feelings about things that have happened at school, in their family, in the world, at sports events and on TV.
3. Share your own writing with your child – lists, planning for family events, letters and emails. You can help them to see that you too use writing for different purposes.

## Maths - We are working towards our end of Key Stage 2 Targets –

### Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits;  $8.09 = 8 + 9/100$ ;  $28.13 = 28 + 0.03$ )
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ )
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $1/5$  or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $7/21$  and that this is equal to  $1/3$ ; 15% of 60;  $11/2 + 3/4$ ;  $7/9$  of 108;  $0.8 \times 70$ )
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

### Year 6 – Maths at Home – Make Maths Fun

1. Making dinner at home, look at how many and how much is needed for the people eating (potatoes, carrots, sausages). Talk about fractions (half, quarter, fourth) to calculate how much to cook and cooking times.
2. Helping at the supermarket – look for the best buy between different brands of the same item and different sizes of the same item (e.g., toilet paper, cans of spaghetti, bottles of milk).
3. Play card and board games using guessing and checking.

## Science – Properties of Materials

Session 1 <b>Food prep materials challenge</b>	Children will <ul style="list-style-type: none"><li>• List properties suited to food prep surfaces</li><li>• Plan and carry out an investigation on a range of materials for their hardness</li><li>• Record findings in table and scatter graph form</li><li>• Select the hardest materials from a range of materials that are also smooth and easy to clean</li></ul>
Session 2 <b>Keeping it hot... keeping it cold</b>	Children will <ul style="list-style-type: none"><li>• Be able to define thermal conductor and thermal insulator</li><li>• Plan and set up an investigation to determine which materials make the best thermal insulators</li><li>• Record findings in table and line graph form</li><li>• Recommend materials to store hot drinks and ice cream in based on investigation finding</li></ul>
Session 3 <b>Food packaging challenge</b>	Children will <ul style="list-style-type: none"><li>• Plan and set up an investigate into the strength of various papers</li><li>• Select the best paper from a range of papers to make a take-out food bag</li><li>• Research glass and plastic as bottle materials and identify their key properties</li><li>• Recommend a material for drinks bottles, based on a range of environmental and property based criteria</li></ul>
Session 4 <b>Cleaning team challenge</b>	Children will <ul style="list-style-type: none"><li>• Plan and set up investigations to test a range of materials for their absorbency, strength and durability</li><li>• Record and present findings in a suitable graph/table</li><li>• Select the materials that are most suited to cleaning</li><li>• Make suggestions for suitable materials based on experience/knowledge</li></ul>
Session 5 <b>Electrical health and safety</b>	Children will <ul style="list-style-type: none"><li>• Plan and set up an investigation looking at the electricity conducting properties of materials</li><li>• Record and interpret data in graph form</li><li>• Select the best materials for insulating wires from water, and for conducting electricity</li><li>• Compare thermal and electrical conduction</li></ul>
Session 6 <b>Keeping the sound contained</b>	Children will <ul style="list-style-type: none"><li>• Plan and carry out an investigation into the sound proofing properties of various materials</li><li>• Create and present a report that identifies the best materials for ear defenders based on data and general understanding of materials</li></ul>

## PE

- Wednesday and Friday - please remember to have PE kits in school.

## **Homework (All homework will be set on Monday and due in by Friday)**

### Spelling

Spellings will be handed out every Monday. Your child will be required to complete a weekly task based on a specific spelling pattern. Please encourage your child to check their work for common punctuation errors.

### English

A grammar exercise will be set every Monday. Your child will be required to answer on a specific element of grammar.

### Reading

Please encourage your child to read every night. It is very important that they discuss what they have read and can explain their views, giving examples from the text.

### Maths

A maths worksheet will be set which should take no longer than 40 minutes to complete. Please encourage your child to explain their methods and check their answers are logical in the context of the question.

**If you have any questions please do not hesitate to contact me.**