



I am in Year 6 and my teacher is Mrs. Bannister.

Information for Parents – Summer 2024

Parents' Evening: n/a

Annual report is issued at the end of the Summer Term

Through **Religious Education** I am considering: **The Transforming Spirit** and **Called to Serve**.

Please see the Religious Education newsletter for more information and for suggestions of how to support your child in their learning.

I will:

Reflect on how the Spirit transformed the disciples.

Respond and **make links** between Paul's behaviour before and after his conversion.

Make links between Paul's personal experience of the risen Jesus and Paul's teachings.

Ask and respond to questions about how the Holy Spirit brings about transformation.

Show understanding of Peter the Apostle in a deeper way.

Know that the Popes are successors of St. Peter.

Retell stories of the Ascension, Pentecost and the conversion of Saul.

Reflect on how the gifts of the Holy Spirit inform and support my decisions and actions.

Respond and **make links** between being a disciple and bible texts saying what discipleship means.

Make links between symbols used in the Sacraments of Confirmation, Marriage and Holy Orders and explain what they symbolise.

Ask and respond to questions about how some people have responded to God's call and say how God was able to use them.

Show understanding of what happens in the celebration of Confirmation.

Know why people choose to become followers of Jesus and explain my response.

Retell stories of how the gifts of the Holy Spirit have impacted the lives of the disciples and other followers of Jesus.

The topics I am focusing on this term are:

Historical and Geographical Enquiry Questions:

History – How have people of the past shaped our lives today? Civil Rights and Human Rights Icons.

Geography – How does the physical geography differ between three countries? Three Way study of UK, France and China.

<p>English Pathways:</p> <p>Reading Predict what might happen from details stated and implied. Explore meaning of words in context. Retrieve, record and present information. Ask questions to improve understanding. Identify and discuss themes and conventions. Draw inferences (inferring characters' feelings, thoughts and motives for their actions); justify with evidence. Evaluate authors' language choice, including figurative language (examples of this are hyperbole, similes and metaphors that help make writing more interesting).</p> <p>Writing</p> <p>Sentence: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (Relative clauses identify or give additional information about the subject of the independent clause they relate to). Recognise vocabulary and structures for formal speech and writing, including the subjunctive forms.</p> <p>Text: Use a wide range of devices to build cohesion. Identify the audience and purpose for writing. Choose the appropriate register.</p> <p>Punctuation: Use a colon to introduce a list and use semi-colons within lists. Use hyphens to avoid ambiguity. Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>In Maths, I am working on:</p> <p>Fractions, Decimals and Percentages Understand fractions as division. Understand percentages. Recognise equivalent decimals, fractions and percentages Convert fractions to percentages. Find fractions of amounts.</p> <p>Area, Perimeter and Volume Find the perimeter and area of shapes, including triangles and parallelograms. Find the volume of 3D shapes and containers.</p> <p>Statistics Read and interpret line graphs, dual bar charts and pie charts, including ones with percentages. Draw pie charts. Find the mean (the average of a set of numbers).</p> <p>Shape Measure, classify and calculate angles, including those in triangles, quadrilaterals and polygons. Draw shapes accurately. Label, and work with, parts of a circle. Position and Direction Plot and read co-ordinates, in one and four quadrants. Translate and reflect shapes.</p>
<p>In Science, I am working on: Evolution and Inheritance.</p>	
<p>In PE, I am working on: Striking and Fielding – rounders and tennis Athletics Sports' Day</p>	<p>In Art, I am learning to: Develop and apply my collage, printing and digital media skills linked to Civil Rights posters.</p> <p>In DT, I am learning to: Develop and apply my skills in food and nutrition linked to Chinese cuisine.</p>
<p>Relationships and Sex Education:</p> <p>The children will learn: About their relationship with others. They will learn about the themes of making good choices and giving assistance, as well as understanding different types of abuse and impacted lifestyles. Children will also learn about The Trinity and Catholic Social Teaching as they link their learning to the Global community.</p>	<p>In computing, the children will learn: Coding; including aspects of information technology.</p>
	<p>In Music, the children will learn: through the themes of 'Music and Me' and 'Reflect, Rewind and Replay'.</p>
<p>In MFL, the children will learn:</p> <p>About the seasons in French:</p> <ul style="list-style-type: none"> • The names of the seasons • Talking about seasonal activities • Saying the date and when their birthday is. • Naming craft materials • Following craft instructions <p>About the environment in French:</p> <ul style="list-style-type: none"> • Saying what the weather is like • Naming garden creatures • Talking about garden activities • Talking about recycling 	<p>Here are some links to useful websites and resources which will support your child with their learning:</p> <p>www.stwinefrides.cheshire.sch.uk www.dioceseofshrewsbury.org www.spellingshed.com www.ttrackstars.co.uk www.bbc.co.uk/schools www.topmarks.co.uk www.bbc.co.uk/bitesize/levels/zbr9wmn www.ixl.com www.mad4maths.com</p>