



Meet the Teacher

Year 6

September 2023

Year 6 Team

6GO

Miss Goodfellow

Mrs Krzus

Mrs Enus

Ms Thornycroft

6GA

Mr Garwood

Ms Franks

School Rules and Values

**Fantastic
Walking**



**Legendary
Lines**

Recognition Board

**Autumn 1
Kindness**

**Spring 1
Friendship**

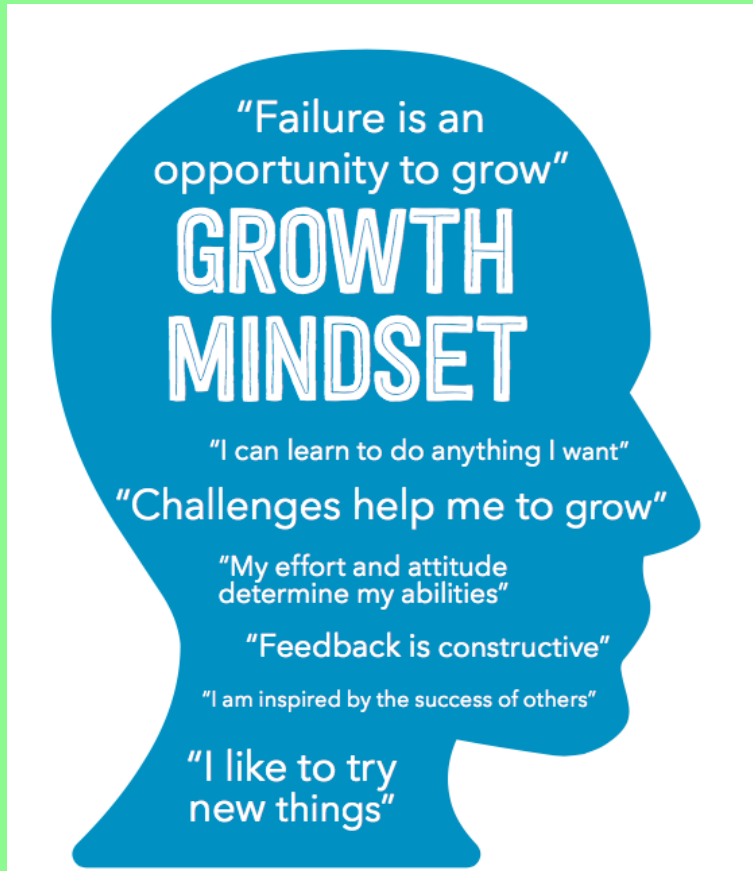
**Summer 1
Truth and Honesty**

**Autumn 2
Respect**

**Spring 2
Courage and Determination**

**Summer 2
Trust**

What learning looks like in Year 6



We promote a positive, growth mindset.

Good mistakes are a part of learning and we will become comfortable with the feeling of challenge.

We will persevere through challenges and always ask for help when we need it.

Expectations and presentation

02/09/2021

I read and write large numbers.

Ch2

1) 2,999,900 ✓
Two million, nine hundred and ninety nine thousands nine hundred.

2) $6,305,400 = 6,000,000 + 305,000 + 5,000 + 400$ ✓
 $7,001,001 = 7,000,000 + 1,000 + 1$ ✓
 $42,550 = 40,000 + 2,000 + 500 + 50$ ✓

3) $306,042 + 5,000 = 311,042$
Teddy's new number is 311,042. ✓

4) Match the representations to the numbers in digits.

One million, four hundred and one thousand, three hundred and twelve.						
M	HTh	TTh	Th	H	T	O
•		•••	•	•••	••	••

1,401,312 1,041,312 1,410,312 ✓

To achieve these high expectations, children need:

- Follow the school rules
- Listen to instructions
- Contribute to class learning
- Strive to be the best they can
- Being proud of their learning

Tuesday 7th September 2021

LI: To apply the use of direct speech punctuation

challenge two

"I think we can still make your flight" yelled Spiderman as he ^{realised that} ~~searched~~ ^{tried} to search ^{the} ~~the~~ sky for his furious friend. The ^{thick} smoke and blinding lights made it nearly impossible to make out the ~~convex~~ ^{convex} figure. When he heard a ^{spotted} ~~evil~~ cackle, he Spiderman found Green Goblin, who looked beaten but ~~beaten~~ ^{beaten} up, but not yet defeated. Spiderman turned ~~to~~ ^{to} face Gwen, "Gwen, stay there," ^{he} instructed. //

"Peter," ~~Green~~ ^{Green} Goblin murmured, "When you said Spider-Man said no, you ~~meant~~ ^{meant} that... YOU said NO!"

"Harry. What did you do??" asked Peter taking a small step back.

"What you... made me do!" The ^{rotten} ~~Green~~ goblin's teeth gritted together as he ^{spoke} ~~spoke~~ growled furiously. "You were my friend.. and you BETRAYED ME!"

"No. I ~~was~~ ^{was} trying to help you." Spiderman calmly corrected him.

"Oh... look at me." Harry replied, his ^{dearly} ~~anger~~ rising as he waved his hands about. ~~and~~

→ Let's look at other ways you can show a pause as well as...

Autumn 1

Maths

- Place value
- Multiply and divide by 10,100 and 1,000
- Choosing effective mental calculation strategies
- Problem solving with four operations
- Formal written method of short division
- Application of factors, multiples and primes
- Equivalent fractions including simplifying fractions
- Comparing and ordering fractions
- Adding and subtracting fractions
- Formal written method of multiplication
- Formal written method for long division

How you can support your child

- *Times tables card games
- *Board games
- *Dart boards
- *Practise times tables using Times Table Rockstars
- *Asking your child to tell the time on an analogue clock
- *Reading timetables (such as a bus or train timetable)
- *Exposing your child to money (notes and coins)
- Reading scales with your child while cooking

Visit the school website for more detail about the curriculum for the rest of the academic year.

<https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/>

Maths

Autumn 2

- Fractions, decimals and percentages
- Calculating percentages
- Formal multiplication
- Area of parallelograms and triangles
- Formal division
- Properties of shape
- Fraction decimal equivalents

How you can support your child

- *Times tables card games
- *Board games
- *Dart boards
- *Practise times tables using Times Table Rockstars
- *Asking your child to tell the time on an analogue clock
- *Reading timetables (such as a bus or train timetable)
- *Exposing your child to money (notes and coins)
- Reading scales with your child while cooking

Maths: Arithmetic

$$234,897 - 45,996 =$$

			6	7	8	
x				5	4	
<hr/>						

3	7	2	3	3	1	

$$1\frac{1}{15} - \frac{2}{5} =$$

$$\frac{5}{7} + \frac{3}{21} =$$

$$20\% \text{ of } 1,200 =$$

Maths: Reasoning

15

Amina asked 60 children to choose their favourite flavour of jelly.

These were her results.

Flavour	Number of children
Raspberry	12
Lemon	8
Orange	15
Blackcurrant	25
Total	60

What **percentage** of the 60 children chose orange?

%

4

Write these masses in order, starting with the **lightest**.

1.25 kg 0.99 kg 1.025 kg 0.009 kg

kg	kg	kg	kg
----	----	----	----

lightest

19

A machine pours 250 millilitres of juice every 4 seconds.

How many **litres** of juice does the machine pour every **minute**?

Show
your
method

litres

5

Write the missing digits to make this **addition** correct.

$$\boxed{}2\boxed{} + \boxed{}2 = 200$$

12

Here are three symbols.

< > =

Write one symbol in each box to make the statements correct.

$$\frac{7}{10} \boxed{} 0.07$$

$$\frac{23}{1000} \boxed{} 0.23$$

Writing

We have a high expectation for your children's writing.

Year 6
Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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.¹

Visit the school website for more detail about the curriculum for the rest of the academic year. <https://bowmansgreen.herts.sch.uk/learning/our-curriculum/english/>

Writing

We have a high expectation for your children's writing.

Year 6
Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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.²

Visit the school website for more detail about the curriculum for the rest of the academic year. <https://bowmansgreen.herts.sch.uk/learning/our-curriculum/english/>

Writing

We have a high expectation for your children's writing.

Year 6
Working at greater depth within the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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 writing³ 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.[^] <p>[There are no additional statements for spelling or handwriting]</p>

Visit the school website for more detail about the curriculum for the rest of the academic year. <https://bowmansgreen.herts.sch.uk/learning/our-curriculum/english/>

An example of Year 6 Writing

This short narrative takes the form of a 'journey story' in 5 stages (opening, build-up, problem, further problems, resolution).

The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story.

Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution.

Cohesion is achieved through the use of adverbials which help to sequence the events (*Immediately, As soon as, Eventually, Within a few minutes, In time*) and accurate use of pronouns.

[C]

The question makes good use of the modal verb (*could*) to suggest degree of possibility.

[GP]

"Lauren, I have just received a phone call from work," because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and the two tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning.

[C]

Expanded noun phrases (*two tatty-looking passports, her brand new winter boots*), incorporating preposition phrases (*a phone call from work*), convey detail concisely.

[GP]

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a frost-bite very painful frost bite. What might she could she do now with to get rid of the frost bite? she thought to herself, but gradually it melted from the warm heat of her coat.

A multi-clause sentence deploys a range of clause structures, including a relative clause (*where the film crew were waiting*). This control of language is good, although the choice of verb (*causing*) lacks the precision that might be used by a pupil working 'at greater depth within the standard'

[GP]

Positioning the pronoun before the noun (*her...Lauren*) supports cohesion effectively within the sentence.

[GP]

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly

An example of Year 6 Writing

Sentence structure and grammar across the piece are controlled effectively, but the pupil relies too much on fronted adverbials: many of the sentences begin in this way. Greater variety for specific effect might be expected from a pupil who would be judged to be working at greater depth in writing. This should now be a target for this pupil.
[GP]

occured, right in front of her. There was no way of escaping the disastrous snow storm because it would would only plough what was in front of it (which was Lauren).

Commas for parenthesis are used effectively here to highlight the approach of the snow leopard.
[GP]

Menacingly, a snow-leped leporid approached her, as if from nowhere, in with an angry mind – ready to attack. Lauren was stuck between a fierce snow-leporid and a powerful blizzard; knowing there was no-one to help her and no way to escape.

Co-ordination is used to balance noun phrases and clauses, emphasising the scale of Lauren's predicament and the absence of options.
[GP]

A fronted subordinate clause foregrounds Lauren's determination and resourcefulness, setting up the rest of the sentence. This construction is used very well here.
[GP]

Fortunatley, Lauren realised she had her super strong, winter boots on and a immediately took one of them off. Determined to escape, she flung one of the boots onto the snow-leporid, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious leporid.

The device of the snow boots coming to the rescue has been set up across the narrative, supporting cohesion across the text (*her brand new winter boots, her super strong winter boots, one of them, one of the boots*).
[C]

In time the blizzard dissapeared, the hailstones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the lift.

While the narrative is resolved in a satisfactory way, the ending is somewhat rushed compared to the detailed and cleverly-written opening.
[C]

Spelling is mostly correct. There is some inconsistency when adding the -ly suffix to words ending in 'e' (*immediatly/immediately; extremely; Fortunatley*). 'Immediately' is one of the words in the year 5 / year 6 spelling list, as is 'occur', which is also incorrect when the -ed suffix is added (*occured*). Another word in that list, *disastrous*, is spelled correctly. The word 'disappear' from the year 3 / year 4 spelling list is not correct (*dissapeared*).
[T]

Inverted commas, commas for clarity (including after most fronted adverbials), a dash to mark a strong afterthought, and brackets for parenthesis are used correctly. The semi-colon in the fourth paragraph is inappropriate as it does not mark the boundary between two independent clauses.
[GP]

The joined handwriting is legible.
[T]

Handwriting

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and ~~the~~ ^{two} tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof car coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's Bill was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she started picking up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a ~~very~~ ^{extremely} painful frost bite. What must she do? She could do now ~~with~~ ^{to} get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly occurred right in front of her. There was no way of escaping the disastrous snow storm because it ~~was~~ ^{was} only ploughing ~~what~~ ⁱⁿ front of it (which was Lauren).

Nobody in Preston could remember when the watertower was built, or who had built it, but there it stood on Shooter's Hill - its iron legs rusted, its egg-shaped tank warped and leaking - casting a dark long, dark shadow across the valley, across Preston itself...

"We really have to do this Percy?" moaned Jessie Trotter, sheepishly. It was a scorching day in the small town of Preston: Jessie Trotter and Percival Richmond (or Percy, as he preferred) were ~~climbing~~ climbing the dusty, orange hill to the newly-built watertower, to go for a swim. Of course we need to do this, Jessie, Percy replied enthusiastically, "Unless you cannot feel the heat then I suggest that you join me for a leisurely swim!" Exhausted, Jessie scrambled half-heartedly up the dry, barren Shooter's Hill, the heat scratching her exposed skin and sand scratching her exposed skin.

Directly under the watertower, Jessie was stripping off her cool, floral dress and changing into a loose, ruby-red vest and some comfortable, white shorts: ~~her secret~~ ^{their secret} their secret would be found out if they returned home in sopping wet clothes! Nervously, she turned to see if Percy was ready. He was. Taking a deep breath, Jessie stepped out into the blistering heat of the day: Percy at her side. She reached for the first rung of ladders but almost as soon as her hand made contact with the metal, pain shoot shot through her hand as fast as a cheetah. Searing, the metal had burnt her. Her pale hands had been burnt by the searing metal. Jessie jumped back, rubbing her ~~and~~ ^{grabbing} grabbing her hand and holding it tightly as the colour drained from her face. Her mother might do terrible things if ~~is~~ ^{to} to Jessie if she saw this burn. Jessie hated the heat.

GAPS

10

Insert a **semi-colon** in the correct place in the sentence below.

Frank would like to go to Cornwall next summer he might also visit France in the spring.

18

Circle two words in the passage below that are **synonyms** of each other.

Having queued for over an hour, Sanjit found that his tolerance was being severely tested. Most of the other children had lost patience and gone elsewhere.

39

Rewrite the sentence below in the **passive**. Remember to punctuate your answer correctly.

The wind damaged the fence.

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

Rewrite the sentence below, adding a **subordinate clause**. Remember to punctuate your answer correctly.

The children played on the swings.

Word of the Week

Every week we will have a new word that we will look at in depth. It is important that the discussions of these words continues at home, to support your child's developing vocabulary.

Things you could ask:

What does it mean?

What is the etymology of the word?

Do you know any synonyms or antonyms?

Can you use it in a sentence?

How does the word change when you add a prefix or a suffix?

patient

obvious

overcome

Writing- How can you help?

How you can support your child

- *Support your child completing the spelling grid home learning, including writing the word in a sentence
- *Supporting your child when they edit and proof-read their work
- *Asking your children to check their writing (including spelling) when completing everyday writing

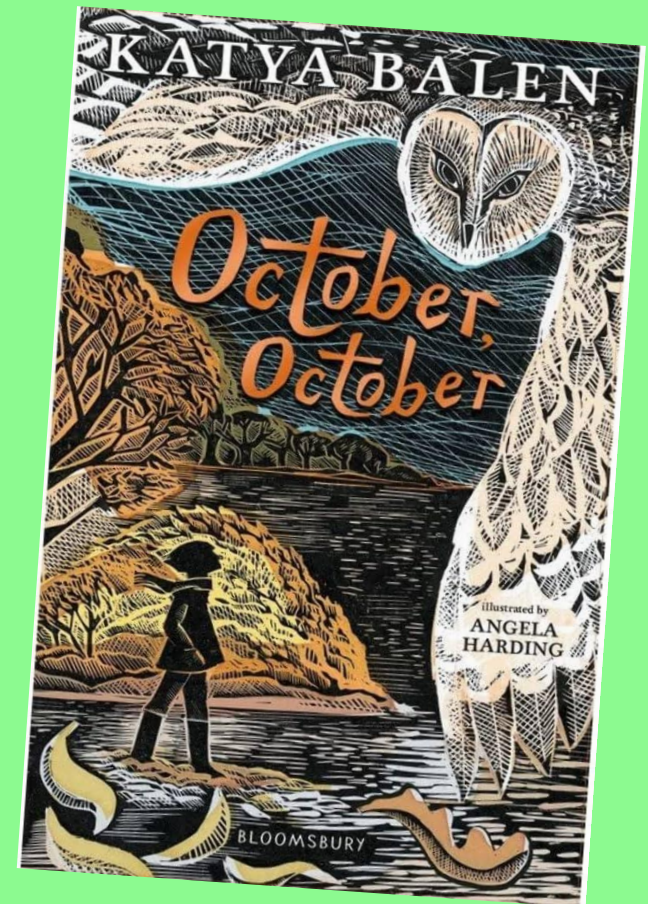
Reading

We will be practising different types of questions:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explain
- Summarise and sequence

How you can support your child

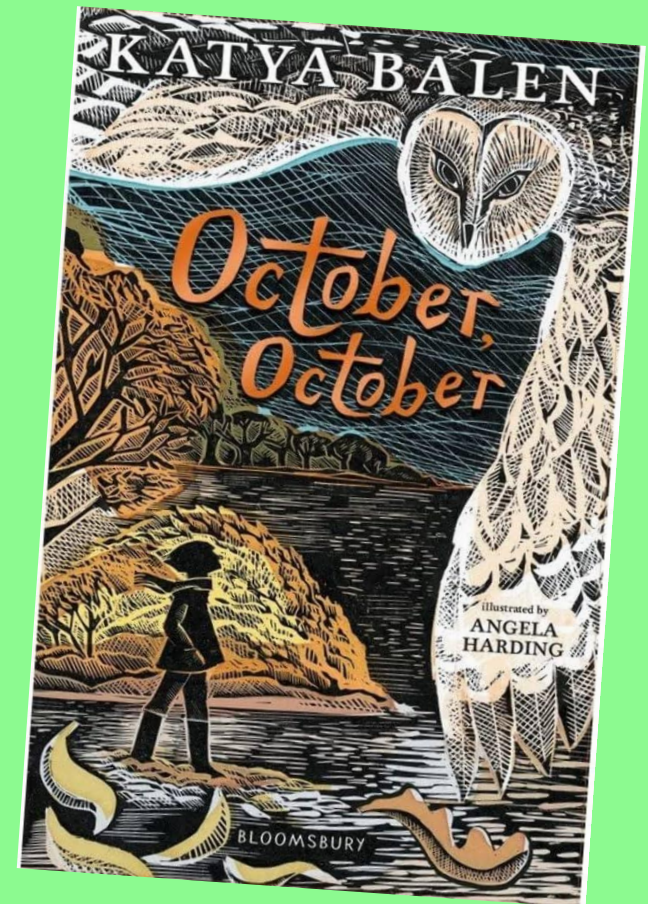
Ensure your child reads five times a week
Listen to your child twice a week and ask them questions from the bookmark
Encourage your child to read a variety of texts (non-fiction and fiction)



Reading

Every week, we will have 4/5 reading sessions, and these will consist of the following:

- Fluency read
- Extended Read
- Close Read

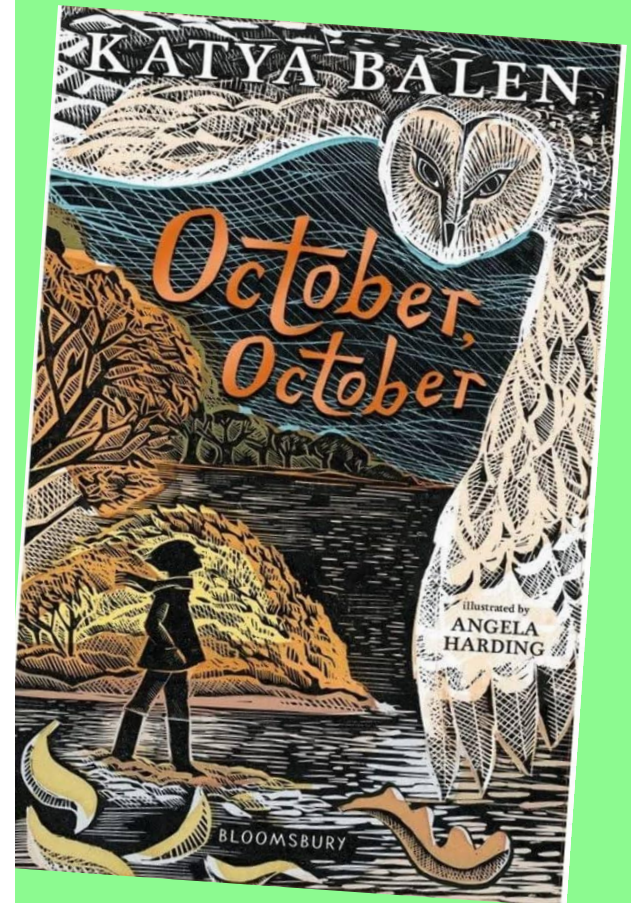


Reading

Fluency sessions will focus on developing fluency, so the flow with which children read. We will think about the pronunciation of words, expression and the use of punctuation.

They will read approximately 2 pages during these lessons and would be exposed to these pages 3 times.

Within these sessions, there will be a comprehension question that the children will discuss verbally. There will be no writing in books during these sessions. These will happen once every week.



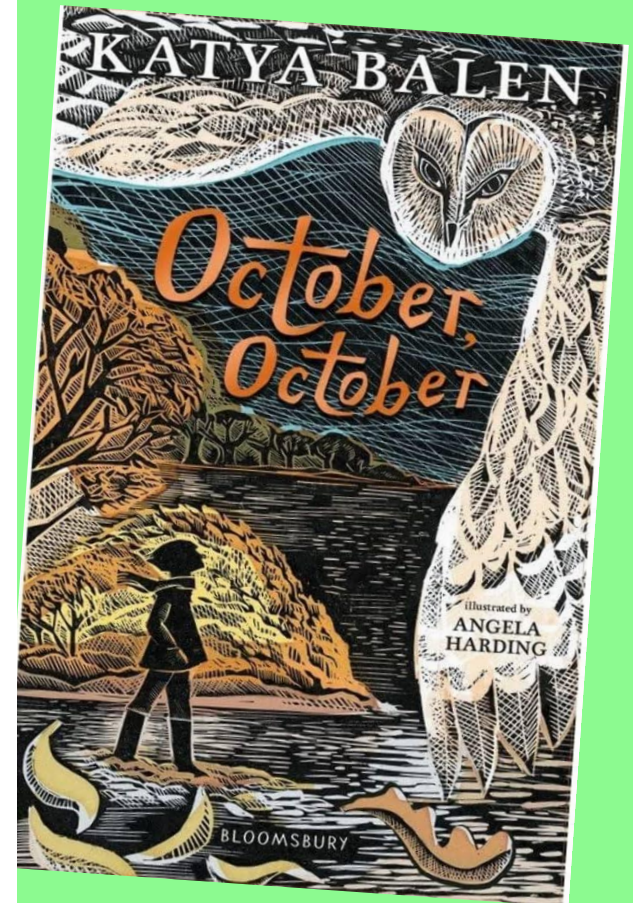
Reading

The 'Extended Read' sessions will focus on developing reading stamina and comprehension.

The children will read a longer piece of text, and they are encouraged to discuss the text and what is happening. They may make inferences, discuss the language the author has used and make predictions etc.

At the end of these sessions, the children will have 2-3 questions and they provide written answers for these.

These sessions will happen twice every week.

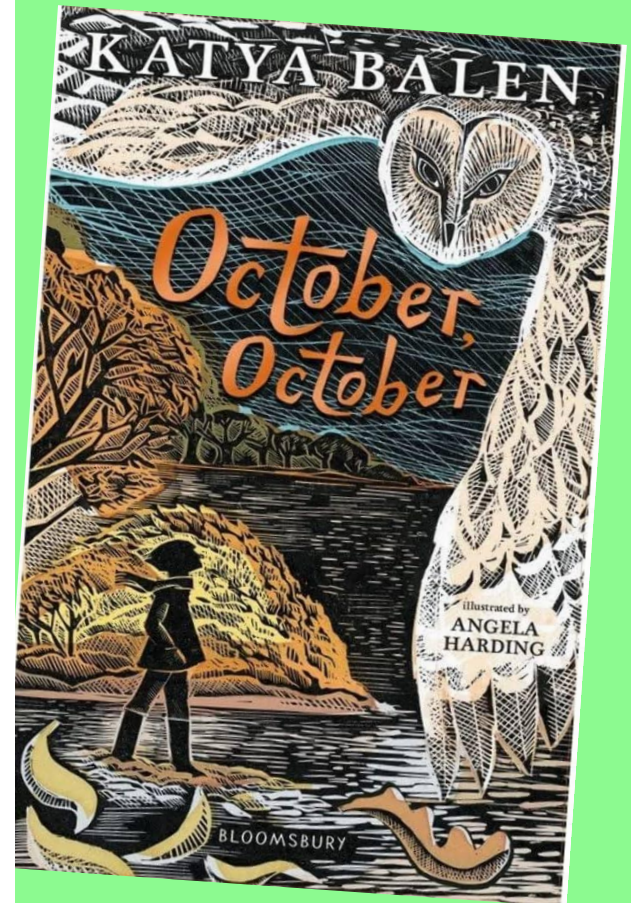


Reading

The 'Close Read' will focus on a short piece of text – 1 – 2 pages- and we'll be focusing on something in particular, for example the way that the language makes the meaning clear, making comparisons and inferring.

The children will have 1-2 of these sessions every week.

At the end of these sessions, the children often write an extended answer to a question.

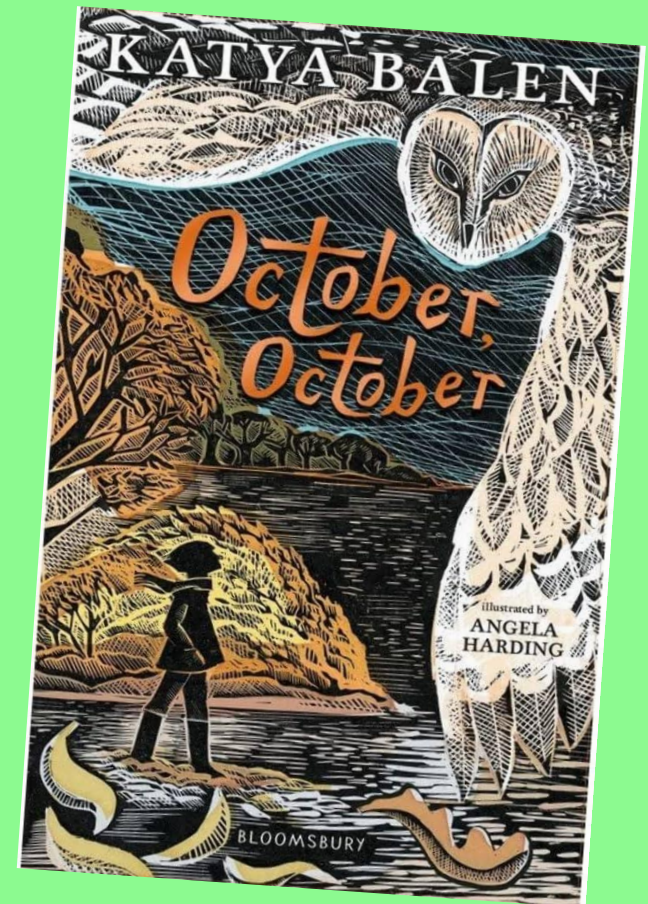


Reading

To reiterate the point from earlier regarding reading at home, this is extremely important.

The influence of reading achievement in relation to academic achievement and life chances is widely recognised (Cremin, 2011)

Young people who are not motivated to read, fail to benefit from reading teaching (Cox and Guthrie, 2001).



Reading

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

Piper has mixed feelings about music boxes.

Complete the table below to show her thoughts.

What Piper likes about the music box	_____
What Piper dislikes about music boxes	_____

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

Wider Curriculum – Autumn Term

Design and Technology - Electrical Systems: Doodlers

Science – Electricity
Light

Art and Design – Craft and Design: Photo Opportunity

Spanish – Phonetics 4

Computing – Communication and Collaboration
Web Page Creation

Presenting Myself
Do You Have A Pet?

History – World War One

RE – What can be done to reduce
racism? Can religion help?
Is Christmas just for Christians?

Music – Performing and Composing Melodies
Trumpet (4)

PSHE – Being Me In My World
Celebrating Difference

PE - Tag Rugby
Outdoor and Adventurous Activity (*including
residential visit*)

Basketball
Cross-Country

[Our Curriculum - Bowmansgreen Primary School](#)

Home Learning Expectations

Set: every **Thursday**

Due in: every **Tuesday**

There is an example at the front of their books.
This is the minimum expectation for Home Learning each week.

Home Learning Expectations

Reading

Your child needs to read at least five times a week.

At least three times a week they may read independently and sign their reading record themselves.

At least twice a week an adult needs to ask them questions about what they have read and sign the reading record with a comment about how they have done and/or what strategies they used.

Reading records are checked by staff regularly.

16.09.18	Harry Potter and the prisoner of Azkaban	Concentrate well and self corrected own errors. mm
17.09.18	Harry Potter and the prisoner of Azkaban	Still read slowly and but showed good understanding of text. mm
18.09.18	Killer Dinosaurs	He was very much attentive and loved to know about dinosaurs. Amana Taheta #hot steam mm

Home Learning Expectations

Spelling

Three challenges set.

Your child needs to select one challenge.

There are five words in each challenge.

As well as writing one sentence for each word, the children will need to fill in the grid, looking closely at each word.

Their five words may be used within the same sentences, so long as the words match the context.

The sentences may require a grammatical feature that we are focusing on.

[illegible]

Home Learning Expectations

Home Learning Grid

Eight activities are set each half term.

Each week, your child needs to pick one activity to complete.

There is a challenge element to the grid which pupils have the option of completing.

<p align="center">Bowmansgreen Primary School Year 6 – Home Learning Grid Autumn Term 1</p>			
<p align="center">Choose one Home Learning activity to complete each week. You can choose which task to complete and the order in which you do so. Once you have completed an activity, please ask a parent/carer to initial and date in the appropriate space. You may wish to include photographs of larger pieces of work and/or practical activities. Home learning is to be handed in by Tuesday each week.</p>			
<p align="center">Task One</p> <p>Choose an influential historical figure to celebrate Black History Month. For example: Mo Farah, Barack Obama or Baroness Lawrence. Create a report about your chosen person. Make sure your report has:</p> <ul style="list-style-type: none"> - A heading - A picture and a caption or a diagram - At least three paragraphs including sub-headings (For example, birth and early life, key moments in their life and their legacy.) <p>https://www.theschoolrun.com/what-is-a-non-chronological-report</p> <p>Challenge! Can you improve your writing by starting your sentences with fronted adverbials, prepositions, conjunctions and by using a variety of punctuation, such as inverted commas, brackets, dashes, commas and colons?</p> <p><i>Parent/carer signature and date:</i></p>	<p align="center">Task Two</p> <p>This half term, our school value is kindness. We would like you to write a kindness diary. Use the links below for inspiration of random acts of kindness that you plan on completing this week. (Try and undertake at least one act of kindness per day.) Each day, your diary should include: what act of kindness you completed, what the reaction of the recipient was, if anyone has been kind to you and what the act was, how it made you feel.</p> <p>https://www.randomactsofkindness.org/kindness-ideas</p> <p>Challenge! Create a poster to highlight five easy acts of kindness.</p> <p><i>Parent/carer signature and date:</i></p>	<p align="center">Task Three</p> <p>In science, we are learning about electricity. We would like you to draw two pictures of your bedroom. One drawing should include all the electrical appliances, such as, plug sockets, game consoles, battery operated toys or games, lights etc. The other drawing should be of your room if electricity hadn't been invented. What would your bedroom look like? What toys would you have? How would you be able to see when it is dark? What would you do to keep yourself entertained in your bedroom?</p> <p>Challenge! Write a paragraph to explain which version of your bedroom you prefer and why. Are there benefits to having electricity and what are they? What are the benefits to having no electricity and why?</p> <p><i>Parent/carer signature and date:</i></p>	<p align="center">Task Four</p> <p>Find out about Walter Tull, a soldier who fought in WW1. Create a non-chronological report with three sections. You could write about his early life, his football career, his life in the army or how he is remembered. Success criteria: an introduction, three sections with sub-headings, each section must be a paragraph and have a variety of punctuation.</p> <p>https://www.theguardian.com/childrens-books-site/gallery/2014/oct/18/walter-tull-scrapbook-footballer-world-war-one-hero-black-history-month</p> <p>https://www.bbc.co.uk/bitesize/clips/zppf34j</p> <p>Challenge! On 11th November we remember all soldiers that have fought in wars. Why do we do this? Write four sentences.</p> <p>https://www.bbc.co.uk/newsround/15492752</p> <p><i>Parent/carer signature and date:</i></p>
<p align="center">Task Five</p> <p>You will need to research the Dalai Lama and answer the following questions:</p> <ol style="list-style-type: none"> 1. Which faith is he the leader of? 2. How was he chosen to be the leader? 3. Why does he not live in his country of birth? <p>Please make sure you answer these questions in full sentences.</p> <p>http://www.bbc.co.uk/religion/religions/buddhism/people/dalailama_1.shtml</p> <p>Challenge! Can you write three quotes that the Dalai Lama has said which sum up his faith?</p> <p><i>Parent/carer signature and date:</i></p>	<p align="center">Task Six</p> <p>This half term, we will be celebrating Harvest Festival by donating food to a local food bank. Create a persuasive poster or leaflet that will be displayed around school to encourage others to donate. Don't forget to include: a rhetorical question, formal language (community, opportunity, privilege, appreciate, therefore) and turn opinion into fact.</p> <p>https://www.trusselltrust.org/what-we-do/how-foodbanks-work/</p> <p>https://www.theschoolrun.com/what-is-persuasive-text</p> <p>Challenge! Can you think of a catchy slogan to encourage people to donate to the food bank?</p> <p><i>Parent/carer signature and date:</i></p>	<p align="center">Task Seven</p> <p>You need to create your own menu for a Spanish café. Include different types of food and drink you have researched and include their English translation. Decorate it neatly so that it could be used in a Spanish café!</p> <p>https://www.kids-world-travel-guide.com/spain-facts.html</p> <p>https://www.spanishdict.com/ - a super online Spanish dictionary!</p> <p>Challenge! Watch one of the following clips: https://www.bbc.co.uk/bitesize/topics/zfjgt6v4/articles/zbw4fd4</p> <p>Write a paragraph explaining what you have learned about Spanish food.</p> <p><i>Parent/carer signature and date:</i></p>	<p align="center">Task Eight</p> <p>Watch the video of the Buddhist story, The Monkey King. Write a letter to The Human King from The Monkey King persuading him to be a more compassionate and understanding king. Use the link below to remind you of the features of a persuasive text. Write at least three paragraphs.</p> <p>Video: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty (from 2 mins and 16 sec)</p> <p>Features: https://www.theschoolrun.com/what-is-persuasive-text</p> <p>Challenge! Can you write a reply from The Human King?</p> <p><i>Parent/carer signature and date:</i></p>

Home Learning Expectations

Maths

Three challenges are set.

The children choose one challenge to complete.

Each week examples of challenges will be given so that the children can see what is expected.

Work needs to be completed in pencil.

Lines need to be drawn with rulers (including crossing out).

One digit per square.

Unless stated, children should not complete the questions on the sheet. Instead, they must use the squares in their book.

My Maths and Times Table Rockstars



Logging in

Bowmansgreen Portal

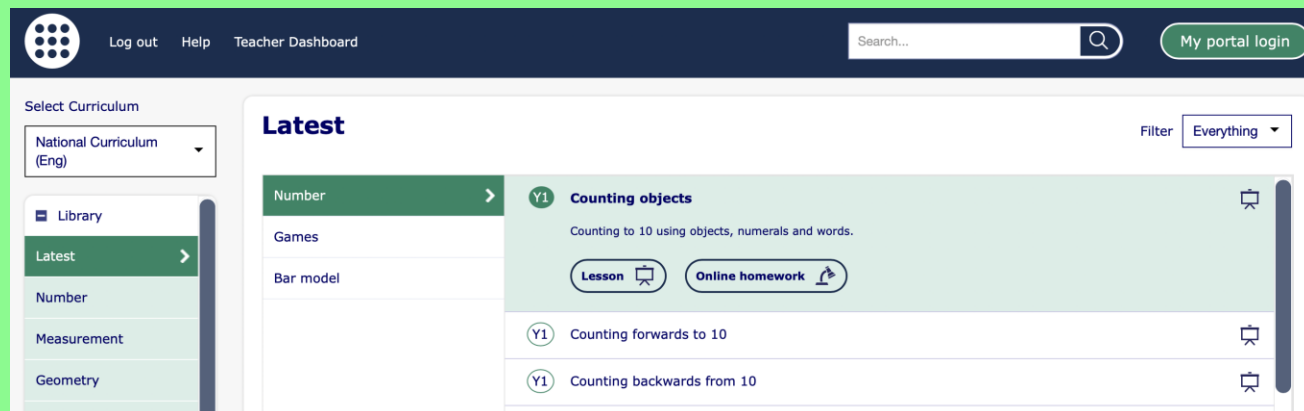
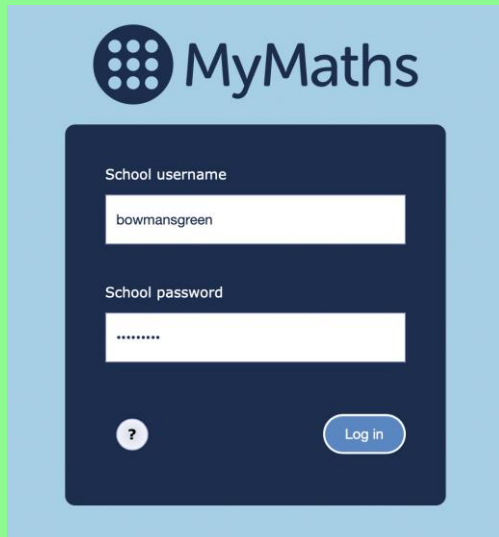
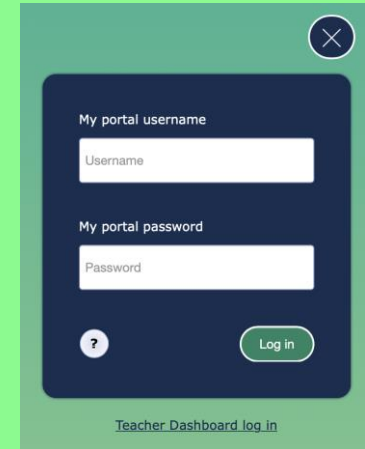
Log in: bowmansgreen

Password: square123

Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.



SATs: What can you do at home?

- Complete home learning every week
- Practise times tables at home
- Listen to your child read age-appropriate books and ask questions about what they have read
- Ensure they can spell the statutory spelling words

Key Dates

Event	Date of the event
Manor Adventure	Monday 9 th October – Friday 13 th October
Curriculum Evenings	19 th October (3pm-4pm and 6pm-7pm) 14 th December (3pm-4pm and 6pm-7pm)
Family Consultation Evenings	Tuesday 3 rd October Thursday 5 th October
SATs week	The 2024 Key Stage 2 SATs will take place in the week commencing 13 th May 2024. The tests will take place over four days.
INSET day Occasional day	Friday 20 th October Friday 1 st December

Any questions?

