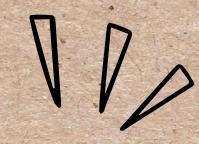
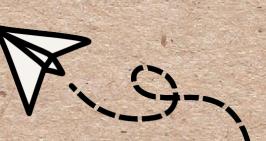


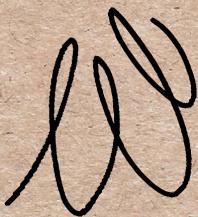


## Meet the team...



- · Miss Comish Teacher
- · Mrs Roberts- Teaching Assistant
- · Tuesday afternoon- Mrs Turnbull Art teacher
- Friday afternoon Mr Cragg French
- Friday afternoon- Mr Morrisey PE







## Autumn Term Overview

As Writers

Identify the audience for and the purpose of

Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action.

Use language carefully to show character and relationships.

Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense including the subjunctive form.

Use passive voice

Proof-read for spelling and punctuation

#### As Readers

Identify and discuss themes and conventions.

Draw inferences and justify with evidence. Predict from details stated or implied. Evaluate authors language choice Distinguish between fact and opinion. Make comparisons within and across books.

#### As Geographers

South American map skills The reasons for finding and moving settlements.

As Athletes Cross Country Circuit training Tag Rugby Hockey Indoor Athletics Baskethall.



#### As Mathematicians

Read, write, order and compare numbers to 1,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy



#### oak Class

The Circle of Maya Life Autumn Curriculum Map

#### As Historians

Explore the Maya culture and beliefs including their religious worship.

Compare the Maya writing system to our

Look at Maya events on timelines and compare to other historical events. Read and infer the myth- The Hero Twins. Write a report on the 'Day in the life of a Maya child'. Research Diane Davies-

Archaeologist of Maya.



#### As Artists

Printing techniques to create Maya artwark. Architecture

As Scientists The circulatory system The skeletal system

In RE Christianity The digestive system Maya Beliefs and Gods

#### Place Value

Read, write, order and compare numbers to at least 1000000 and determine the value of each

Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whale numbers including through

Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

#### Number - Addition and Subtraction

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Apply my knowledge of the four operations to fractions.

Find a fraction of an amount.

Islam

Tricky Cancepts.

As Technicians Coding E-Safety

- · Things to look forward to...
- · Maya Archaeologist Visit- Dr Diane Davies
- · Design and Technology - Design and sew Mayan themed cushions
- · Christmas Carol service
- · Y6 residential preparation





# 3

## Our Timetable

•		- 2004:40		VEAD 6	TIMETABLE
				7EAR O	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45		Handwriting- )	Year 5 & 6 statutory cur	riculum spellings	
9:00	Maths.	Maths.	Maths.	Maths.	Sharing Assembly
					Maths- Arithmetic Facus
10:20			Break		
10:40	SP.a.G	SP.a.G	SP.a.G	SPaG	SRaG
					Spelling Test
					Spelling Lesson
11:00	English	English	English	English	Hamewark
			Lunch		
13:00	Reading		Faundation-History/	Year 6 Science	PPA
			Geagraphy		
					Mr Cragg – computing and French
					www.riziwit
		Y6 - Art			P.E.
14:15	PE	Y6 Reading	Reading	Year 6 RE	
	Plan in PSHE & DT w	h ht. h.			

PE- Monday and a Friday

Cricket coaching on a Thursday in Autumn term from October- November.





# We love reading...



· Reading Diaries are monitored in Y6 on a Monday, Wednesday and Friday.

Children are encouraged to read each day at home and to log this reading in their personal reading diary. They should note down any effective words or phrases that they are inspired by and would like to use in their own writing.

- · Children experience a 30-minute daily reading lesson Monday -Wednesday; these comprehension lessons are usually based on our whole class text or foundation subject learning topics.
- · Children are encouraged to read newspapers, websites (information sites/ higher level vocabulary/ subject specific terminology) kindles, audiobooks etc.





## ENGLISH



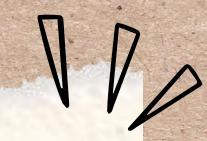
## We really love writing...

- •In Year 6, our English lessons are structured with a 30 minute SPaG lesson where we:
- o explore higher level model texts and highlight the features used in a specific genre create a toolkit
- o contribute to group/ whole class shared writes
- o gather synonyms and antonyms for word banks
- o explore the effect of a specific grammar aspect
- o plan our writing
- ·SPaG is followed by a I hour writing lesson.
- ·Daily handwriting practise-dictation of statutory spellings.



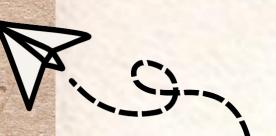


## ENGLISH



### We really love writing...

- •The content in our SPaG lesson is taught in isolation. The children then apply their knowledge of the grammar aspect into their writing. This writing is related to their class texts.
- •For example, we may learn about the passive voice for half an hour. In our writing lesson I would ask the children to write a setting description and include passive phrases.









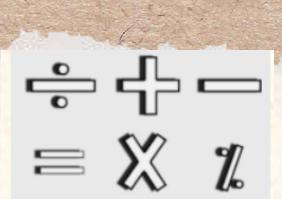
## ENGLISH



## We really love spelling...

- •Spelling lessons focus on exploring spelling patterns, the word class a spelling pattern belongs to, understanding how a prefix or suffix changes the classification of a word or new vocabulary that may be text or topic related.
- ·Spellings will be set each Friday and practised online via the Spelling Shed.
- •Purpose of tests- evidence of learnt and independent spelling of Year 5/6 spelling patterns can be used as evidence for meeting a Y6 standard in May.
- Really important there is application of accurate spelling consistently when writing in English. If this is difficult for a child, we support them in finding strategies which can support them with this.





## We really love maths...

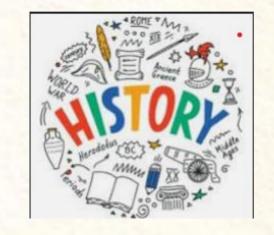
- Lessons are structured with a 20 minute arithmetic lesson around the four operations & fractions, decimals & percentages.
- On a Friday, there is a regular arithmetic assessment after assembly. This is
  to consolidate our arithmetic learning from the week or to revisit prior
  knowledge.
  - Through a sequence of teaching, we cover fluency and apply this to reasoning questions. We then apply our understanding to multi-step problems.





### Foundation Subjects

- We follow a thematic curriculum. We try, where possible, to link our texts and learning under one topic umbrella.
  - · This term- History- Maya Civilisation
  - · Geography- South America and Mayan Settlements
    - · English- Mayan Folk Tale and Poetry
  - · RE- look at religion and worship within the Maya Civilisation
    - · Art- Mayan Architecture





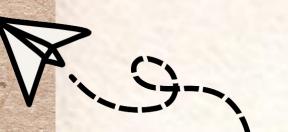


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#### Homework

- · Homework consists of:
  - · SPaG-paper copy
- · Maths-paper & further challenge on Mathletics
  - · Spellings Spelling Shed
- If there is a reason why homework cannot be completed then please just let us know as we completely understand that evenings & weekends can be really busy.

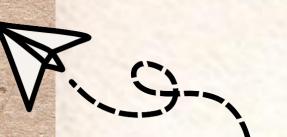




# 11/

### Dates to look forward to:

- o Half term- 27th October
- o Parents evening- 7th & 8th November
- o Christmas Carol Service @ St Albans Tuesday 19th December
  - o Christmas Holidays 21st December
- Residential to Ghyll Head @ Lake District- January 17th 19th
   2024
  - · End of Year... most likely the 16th & 17th July.

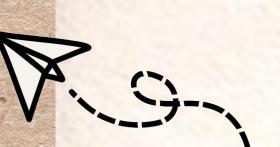






# Year 6 SATS

- · SATS are taking place from 13th May 16th May.
- I will hold a Year 6 SATS evening on Thursday II<sup>th</sup> January at 3:45pm.
- I will run SATS club on a Monday afternoon 3:30pm -4:30pm from January 15<sup>th</sup> 2024.





# Any questions?

Please do not hesitate to contact me with any concerns or arrange a meeting.

acomish@tattenhallpark.cheshire.sch.uk

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