

INSTITUT INTERNATIONAL DE LANCY
ENGLISH SECTION

Outline of our work for the Autumn 1st half-term – Year 6

What will we be learning?

Numeracy:

We will be developing these skills and concepts:

Multiply and divide decimals mentally by 10 or 100, Consolidate rounding an integer to the nearest 10, 100 or 1000. Understanding the relationship between the 4 operations, use related facts when doubling and halving, using informal written methods to record multiplication and division, moving on to, short multiplication of ThHTU by U, approximating first.

Probability, data handling skills, classifying 2D shapes, finding the perimeter of shapes, plotting co-ordinates. Various calculator skills.

How you can help at home and during the holidays:

Support your child with their homework as appropriate, asking them to explain their reasoning or justify their answers, even when they are correct! Encourage them to approximate before calculating and to check afterwards by doing the inverse operation. When shopping encourage them to approximate the cost of a few of the items by rounding their prices up or down. Introduce them to the use of small amounts of money, getting them to save and budget. Practice doubling and halving numbers as a game in the car or on a walk (start with what they are confident with and move on to more difficult numbers steadily (remember it is more difficult to halve 34 than 24 etc). Practice multiplication tables by rote and quick-fire questions. When confident at these, estimate the cost of petrol by rounding the cost per litre to the nearest 10 and multiplying by the number of litres. Playing board games involving the use of maths such as Monopoly, dominoes, snakes and ladders, strategy games and draughts.

Another important use of maths is weight, measure and capacity, which are easily practiced at home. Involve your child in measuring out quantities for cooking, estimating the weight or capacity of a container and even the measuring in DIY tasks. Ratio and proportion can be used in cooking when doubling or halving the recipe quantities.

Encourage your child to make maths games using dice or number cards and encourage them to think about how they can make them more mathematical and of increasing difficulty.

www.funbrain.com

Language and Literacy:

We will be developing these skills and concepts:

Poetry: Concrete poems; work by established poets. Narrative writing: viewpoint, structure, and effective language; revision of punctuation; active and passive forms of verbs; revision and development of word classes (adjectives and adjectival phrases, verbs, adverbs, prefixes, pronouns, nouns), spelling strategies.

How you can help at home:

Reading is still one of the most important ways in which your child will learn Literacy skills, so it is important that they not only read a variety of fiction and non-fiction texts, but that they can share in this with a parent. Reading to your child, a book slightly beyond the level of your child's ability, allows them to discuss with you unfamiliar words and more complicated plots, but also with non-fiction it allows them a point of discussion to express their thoughts and ideas about a new concept or idea. **Guided use** of the internet to access news reports for major news stories, searches for information about an area of the curriculum they are studying and accessing educational sites is a fun way to link their skills in ICT and Literacy. Children should be reading for at least 20 minutes each day.

Children will have writing and spelling homework weekly; testing spellings both aloud and in writing, and also making sure they check those spellings in their written work is an important part of the editing process. Allow the child to read their work aloud and discuss their plot or character development and encourage them to reword sentences that do not make sense.

Visits to libraries and bookshops along with 'book-swapping' is a good way of allowing children to have access to as wide a range of literature as possible.

Access to a dictionary and children's thesaurus is essential.

Science:

We will be covering these topics:

Interdependence and adaptation

We will be developing these skills and concepts:

That plants and animals in different habitats depend on one another and are suited to their environment. Relating feeding relationships to knowledge of plant nutrition. Understand the terms, producer, consumer, predator and prey. Use keys to identify organisms. Making careful observations and measurements, using results to draw conclusions and suggest explanations.

How you can help at home:

Be a vegetable detective: All the fruit and vegetables we eat come from plants. A vegetable can be any part of a plant: celery is a stem, a potato is the swollen end of an underground stem, called a tuber; carrot, swede, parsnip, turnip and beetroot are all roots; spinach, cabbage and lettuce are leaves; nuts, peas and beans are seeds; an onion is a bulb; peppers and tomatoes are fruits; a cauliflower is, unsurprisingly, a flower! With your child, look at a collection of different vegetables. Try to find clues to help you decide which part of the plant each vegetable comes from. Encourage your child to use all of their senses – to look, smell, feel and taste.

Planting bulbs: In the autumn, you could plant some bulbs with your child. Buy a packet from a garden centre – the dwarf varieties of daffodils, tulips and narcissi are all good. Put some compost in a pot and plant the bulbs, following the instructions on the packet. Get your child to decorate the pot and wait until spring. Encourage them to care for the bulbs as they grow. After the bulbs have flowered and the leaves have died down, lift the bulbs from the pot ready for replanting next year.

Plant spotting: Put a loop of string around a small area of your garden or local park. See how many different plants your child can find inside the string.

Then do the same thing in a field or wood. Talk with your child about why different plants grow in different places, look at the wildlife in the area and try to find reasons why the animals and insects survive well in that habitat.

Exploring the countryside: To find out more about the plants and animals in your area, you could visit parks, woods, forests, lakes, rivers, streams, the seaside and estuaries (to name but a few). You will be able to explore most of these freely.

Visit an animal park or a zoo and discuss where the animals would be in the food chain (Producers – plants; Herbivores – plant eating animals; Carnivores – meat eating animals). Look for clues in their diet and using information texts find out if they have any predators. Using this information make a card game that involves sorting the animals into groups or food chains.

Geography:

We will be covering these topics:

The Mountain Environment

We will be developing these skills and concepts:

Identifying some important characteristics of a mountain environment. Knowing the world distribution of major mountain areas. Understanding how mountains are formed. Developing research skills. How the environment affects the nature of human activity. That varying weather conditions have a significant impact on life in that area. That the effect of tourism can be good and bad. Litter, noise, erosion, pollution. Clothing and equipment needed on an expedition or camping holiday in a mountain environment.

How you can help at home:

Encourage your child to use a globe or atlas to locate mountainous regions across the world and research the names and heights of mountain ranges, the continents and countries in which they are found. Visit the library and/or use the internet to research mountain range projects. Discuss how some mountain ranges are used for leisure activities both in winter and summer. Consider the effect this has on both the mountains and employment. Find out about the kinds of clothing and equipment people should have when walking in the mountains. Find out about avalanches. Where do they occur? Are they dangerous? Discuss the advantages and disadvantages of tourism. Make a list of mountain activities.

History:

We will be covering these topics:

How do we use ancient Greek ideas today?

We will be developing these skills and concepts:

Comparing the ancient and modern Olympic games. Finding out the main features of the ancient games. When and where was Ancient Greece? What were the similarities and differences between

Athens and Sparta? Ancient Greek debates on how to rule their city-states and the legacy they left us. Greek roots in modern English words.

How you can help at home and during the holidays:

Look at maps and travel books about Greece to help children understand where Greece is in the world and what kind of country it is, in terms of climate and terrain. Discuss the kinds of lifestyle people might have had in such a place before the modern age. Give your child as much access as possible to reference books about Ancient Greece, and literature such as Greek mythology and legends. Visits to museums are always useful. A walk around town to discover Ancient Greek influences on building styles would give children some ideas for work later in the term. Attention could be drawn to words we use everyday that have Greek origins.

<http://212.117.106.42/travaux>

www.bbc.co.uk/schools/ancientgreece/index.shtml

www.ancientgreece.co.uk/festivals/story/sto_set.html

<http://greece.mrdonn.org>

www.bbc.co.uk/schools/ancientgreece/classics/olympics/flashmovie.shtml

Useful Educational Websites

http://www.bbc.co.uk/schools/4_11/literacy.shtml

<http://www.channel4.com/learning/main/primary/>

<http://news.bbc.co.uk/cbbcnews/>

<http://www.learninglive.co.uk/>