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Part of the Midsomer Norton Schools Partnership

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Tuesday 3rd November 2020

Dear Children and Parents,

I must begin by congratulating Year 6 on their incredibly hard working attitude during Term 1. Their handwriting has quickly improved; the quantity of maths produced each lesson has been sensational; and their willingness to share ideas during lessons has steadily increased. A big target I have set for the class is to be more independent and confident since this will be vital as they transition to secondary school. I hope that they are now packing their own bags for school and remembering which days they have clubs.

During Week 2, Year 6 will complete their first set of practise SATs papers. This will give me an excellent idea of the children's progress, where to go next and who might need some extra interventions. Please email if you would like any further feedback about their results.

You should know that we have Miss Chitsa in class with us until the end of Term 3. She is a trainee teacher from Bath Spa University who will be teaching Deer Class some lessons throughout the term.

The overview beside sets out the plan for our English and Big Write lessons. The children will be writing a mixture of information and entertainment genres. The grammar and punctuation is also set out in this table. We will be using the tragic events which surround the sinking of Titanic as a stimulus for much of our writing. We will use many 'appropriate' sections of the film to inspire the children's ideas.

This Term's whole class reading will be the story 'Once' by Morris Gleitzman which is set in Nazi occupied Poland during WWII and is told from the perspective of a child. This book is certain to raise some important questions and will help the children to understand the horrendous atrocities inflicted during this terrible war.

DEER CLASS		Term 1:
Writing to Inform 		Genres Week 1: Titanic: Diary Entry Week 2: Testing Week Week 3: Titanic: Diary Entry
Grammar and sentences Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> ♦ Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i> ♦ Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> ♦ Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i> ♦ Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i>		Week 4: Titanic: Descriptive writing Week 5: Titanic Newspaper Week 6: Christmas Writing: Edgar the Dragon Instructions for Christmas Models Week 7: Christmas Writing: Edgar the Dragon
Adverbials	Conjunctions	Punctuation Content
Meanwhile At first After Furthermore Despite As a result Consequently Due to For example	when before after while because if although as	Use brackets or dashes to explain technical vocabulary. Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons & semi-colons to mark clauses



In Maths, we will begin the term by finishing the fraction's objectives – the children should be proficient in this topic by now. Next we will be learning about 'Position and Direction', followed by 'Decimals'. Below are all of the objectives we will cover:

<p>Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions > 1</p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>Divide proper fractions by whole numbers [for example $\frac{1}{2} \div 2 = \frac{1}{4}$]</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p>Geometry- Position and Direction Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Number: Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>
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Our **History** continues to be WWII this term. We will focus on the **main events** including: the 'Battle of Britain'; the 'D-Day Landings'; and the **legacy** of WWII. During **Science** lessons, the children will be learning about 'Evolution and Inheritance'. This will include: variations, adaptations, natural selection and 'Darwin's Theory of Evolution'. This will be taught by Mrs Meissner - who has a degree in geology - on a Friday afternoon.

Mrs Beale will teach the class on a Monday afternoon. They will have a **PE (tag rugby)** lesson during this afternoon as well as art lessons. They will also build a WWII aeroplane as part of their **Design and Technology**. Madam Collier will also teach them **French** each fortnight.

Our second session of **PE (dodgeball)** this term will be on Friday morning. It is advisable that PE kit is at school all week. In **Computing** lessons, the children will learn to write codes as well as spot errors and debug these algorithms. **RE** lessons will cover 'Gospel and Agape'. **PSHE** will be 'Celebrating Differences'.

Weekly spellings continue to be set on a Monday and tested on a Friday. **They complete the test in the back of their book, so have a look at their scores and perhaps practise their mistakes.** The children will have the whole term's spellings already stuck in their spelling books. They should fill a page with practise which they can do throughout the week at home using a range of strategies (see the front of their spelling book for ideas). Homework will vary between SPaG.com, arithmetic papers and maths reasoning.

Please do not hesitate to come and see me if you have any questions or queries. **I believe a strong teacher-parent relationship is essential to ensure your child makes the most progress they can.** I also know that a happy child who feels safe and cared for at school will make the most of their days so please keep me informed of any changes you feel may affect their well-being.

Yours sincerely

Mr Gunning
Deputy Headteacher

