

**Topic: Where have we come from? (Evolution)**

<p><b>In Literacy, your child will be learning the following key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Recount – diary</li> <li>▪ Formal writing</li> <li>▪ Discussion – writing a balanced argument</li> <li>▪ Structure of a letter</li> <li>▪ Play script writing</li> </ul> <p><b>Books we will be reading:</b></p> <ul style="list-style-type: none"> <li>▪ ‘What Mr Darwin Saw’ by Mick Manning</li> <li>▪ ‘Wonder’ by R.J. Palacio</li> </ul>	<p><b>In Maths, your child will be learning the following key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Fractions</li> <li>▪ Geometry: positions and directions</li> <li>▪ Geometry: properties of shape</li> </ul>	<p><b>Key Maths vocabulary to learn and spell:</b></p> <p><b>fraction</b> – a number that represents equal parts to a whole and has a numerator and denominator;  <b>numerator</b> – the part of a fraction above the line, which tells how many parts are being counted;  <b>denominator</b> – the part of a fraction below the line, which tells how many equal parts there are in the whole or in the group;  <b>proper fraction</b> – a fraction in which the numerator is less than the denominator;  <b>improper fraction</b> – a fraction in which the numerator is greater than or equal to the denominator;  <b>mixed number</b> – a whole number and a fraction;  <b>simplest form</b> – a fraction is in simplest form when the numerator and the denominator have no common factor other than 1. The fraction is either a proper fraction or mixed number;  <b>equivalent fraction</b> – fractions that show different numbers with the same value. E.g. <math>\frac{3}{4} = \frac{6}{8}</math>;  <b>dividend</b> – in a fraction it is the number that is being divided which is the numerator;  <b>divisor</b> – in a fraction it is the number you are dividing by which is the denominator;  <b>quotient</b> – the answer to a division problem;</p> <p><b>Addition key vocab:</b> add, addition more, plus, increase, make, sum, total, altogether, score, double, near double</p> <p><b>Subtraction key vocab:</b> subtract, subtractions, take (away), minus, leave, how many are left/left over?</p> <p><b>Multiplication key vocab:</b> times, multiply, multiplied by, product, multiple, inverse and x sign, double, multiple of, lots of, groups of, times as (big, long, wide...) product, lots of, groups of, repeated addition, array, row, column</p> <p><b>Division key vocab:</b> share, share equally, one each, two each, three each, group in pairs, threes...., equal groups of, ÷, divide, divided by, divided into, left, left over, remainder, factor, quotient, divisible by, inverse</p>
<p><b>Educational Visit:</b></p> <p>We will be visiting the Natural History Museum to learn more about evolution, as part of our Science learning.</p>	<p><b>Key subject vocabulary to learn and spell:</b></p> <p>Southern hemisphere          Northern hemisphere          Equator          Country          Continent          Arctic          Antarctic</p>	
<p><b>Grammar: definitions to learn</b></p> <p><b>Apostrophes</b> are punctuation marks used to show possession and to show contraction (also known as omission).</p> <p>A <b>conjunction</b> is a type of <u>connective</u> ('connective' is an umbrella term for any word that connects bits of text). Co-ordinating connectives include the words and, but and so; subordinating connectives include the words because, if and until.</p> <p><b>Contracted words</b> are short words made by putting two words together. Letters are missed out in the contraction and replaced by an apostrophe, for example I'm (I am) or it's (it is).</p> <p><b>Homophones</b> are words that sound the same but have different meanings. Some homophones are pronounced the same way and spelled the same way but have different meanings; others are pronounced the same way but are spelled differently and have different meanings.</p> <p>A <b>prefix</b> is a string of letters that are added to the beginning of a root word, changing its meaning.</p> <p>A <b>relative clause</b> is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).</p> <p>A <b>subordinate clause</b> needs to be attached to a main clause because it cannot make sense on its own, although it contains a subject and a verb.</p>		

<p><b>Your child will also be learning:</b></p> <ul style="list-style-type: none"> <li>▪ About Evolution and Inheritance in <b>Science</b></li> <li>▪ About Darwin in <b>History / Geography</b></li> <li>▪ How to chop, peel and combine (making a vegetable stew) in <b>Design &amp; Technology</b></li> <li>▪ Drawing and painting in <b>Art</b></li> <li>▪ How to read complex rhythms in 2 parts in <b>Music</b></li> <li>▪ The Eid Festival in <b>Religious Education</b></li> <li>▪ Citizenship – topical issues in <b>PSHE</b></li> </ul>	<p><b>Learn by heart:</b></p> <p>All your times tables (1-12) and the inverse.</p> <p>‘The Visitor’, by Ian Serraillier (see below).</p>	<p><b>Spellings (Spelling Bee): learn to spell</b></p> <table border="0"> <tr> <td>frequently</td> <td>queue</td> </tr> <tr> <td>government</td> <td>recognise</td> </tr> <tr> <td>guarantee</td> <td>recommend</td> </tr> <tr> <td>harass</td> <td>relevant</td> </tr> <tr> <td>hindrance</td> <td>restaurant</td> </tr> <tr> <td>muscle</td> <td>suggest</td> </tr> <tr> <td>necessary</td> <td>symbol</td> </tr> <tr> <td>neighbour</td> <td>system</td> </tr> <tr> <td>nuisance</td> <td>temperature</td> </tr> <tr> <td>occupy</td> <td></td> </tr> </table>	frequently	queue	government	recognise	guarantee	recommend	harass	relevant	hindrance	restaurant	muscle	suggest	necessary	symbol	neighbour	system	nuisance	temperature	occupy		<p><b>Maths vocabulary:</b></p> <p>ascending</p> <p>descending</p> <p>distribution</p> <p>divisible</p> <p>equilateral</p> <p>inverse</p> <p>maximum</p> <p>minimum</p> <p>parallelogram</p> <p>quadrilateral</p> <p>quotient</p> <p>trapezium</p>
frequently	queue																						
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muscle	suggest																						
necessary	symbol																						
neighbour	system																						
nuisance	temperature																						
occupy																							
<p><b>You can help your child by:</b></p> <ul style="list-style-type: none"> <li>▪ Helping them to learn their spellings and what they mean by looking them up in the dictionary and using them when talking and writing.</li> <li>▪ Completing the home learning project to develop knowledge about the topic.</li> <li>▪ Learning key number facts.</li> <li>▪ Helping them to memorise and recite the poem ‘The Visitor’, by Ian Serraillier (see below), asking questions about what the poem is about.</li> </ul>																							

## Poetry – Year 6, Autumn 2

As part of the National Curriculum for English, children must be able to learn, by heart, recite and perform poetry. Every half term, a new poem will be given to each year group. Time should be spent learning the poem at home, there will be opportunities to practise and perform in school.

### 'The Visitor', by Ian Serraillier

A crumbling churchyard, the sea and the moon;  
The waves had **gouged** out grave and bone;  
A man was walking, late and alone...

He saw a skeleton on the ground;  
A ring on a bony finger he found.

He ran home to his wife and gave her the ring.  
"Oh, where did you get it?" He said not a thing.

"It's the loveliest ring in the world," she said,  
As it glowed on her finger. They slipped off to bed.

At midnight they woke. In the dark outside,  
"Give me my ring!" a **chill** voice cried.

"What was that, William? What did it say?"  
"Don't worry, my dear. It'll soon go away."

"I'm coming!" A skeleton opened the door.  
"Give me my ring!" It was crossing the floor.

"What was that, William? What did it say?"  
"Don't worry, my dear. It'll soon go away."

"I'm reaching you now! I'm climbing the bed."  
The wife pulled the sheet right over her head.

It was torn from her **grasp** and tossed in the air:  
"I'll drag you out of bed by the hair!"

"What was that, William? What did it say?"  
"Throw the ring through the window! THROW IT AWAY!"

She threw it. The skeleton leapt from the **sill**,  
Scooped up the ring and **clattered** downhill,  
Fainter... and fainter... Then all was still.

Possible home learning activities to extend children's understanding of the poem:

- Find the meanings of the words in **bold**
- Draw a picture to illustrate the poem
- Create a poem based on a similar rhyming structure