

Topic: <i>How far have you travelled? – Refugees (Geography)</i>		
<p>In Literacy, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ Persuasive devices and techniques ▪ Formal writing ▪ Structure of a letter ▪ Narrative writing <p>Books we will be reading:</p> <ul style="list-style-type: none"> ▪ ‘The Bone Sparrow’ by Zana Fraillon ▪ ‘The Arrival’ by Shaun Tan ▪ ‘The Island’ by Armin Greder 	<p>In Maths, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ number and place value ▪ addition ▪ subtraction ▪ multiplication ▪ division 	<p>Key Maths vocabulary to learn and spell:</p> <p>Number and place value: numeral, place value, order, round, stands for, represents, regroup, >, greater than, <, less than, integer, positive, negative, above, below, zero, minus, next, consecutive, sort, classify, property, factor, factorise, square, prime</p> <p>Addition key vocab: add, addition more, plus, increase, make, sum, total, altogether, score, double, near double, one more, two more, ten more, one hundred more, how many more to make...?, how many more is... than...? How much more is...? Tens boundary, hundreds boundary, inverse.</p> <p>Subtraction key vocab: subtract, subtractions, take (away), minus, leave, how many are left/left over? , how many have gone?, one less, two less, ten less, one hundred less, how many fewer is...than...?, how much less is...? Difference between, half, halve, tens boundary, hundreds boundary, regroup.</p> <p>Multiplication key vocab: 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>Division key vocab: 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>Educational Visit:</p> <p>We will be visiting the Hackney Jewish Synagogue to learn more about Jewish places of worship.</p>	<p>Key subject vocabulary to learn and spell:</p> <p>Refugee Displacement Exile Asylum seeker Economic migrant Political migrant Southern hemisphere Northern hemisphere Equator Country Continent Developed country Developing country Gross Domestic Product Demographics Population Ethnicity Natural disaster Political unrest</p>	
<p style="text-align: center;">Grammar: definitions to learn</p> <p>Modal verbs: to show if we believe something is certain, probable or possible (or not). [e.g. <i>can, could, may, might, shall, should, will, would, must</i>]</p> <p>Conjunctions: a word used to connect clauses or sentences or to coordinate words in the same clause [e.g. <i>and, but, if</i>]</p> <p>Prepositions of time and place: a word placed before a noun, a noun phrase or pronoun that describes when or where it is/took place [e.g. <i>at, in, on</i>]</p> <p>Cohesive devices: words that connect sentences or paragraphs [e.g. <i>for example, additionally, in conclusion</i>]</p> <p>Range of verb forms: reference to the different tenses of a verb [e.g. <i>to run, ran, is running, runs</i>]</p> <p>Noun phrases: includes a noun— a person, place, or thing — and the modifiers which distinguish it. [e.g. <i>that dog, Aunt</i>]</p>		

<p><i>Audrey's dog, the dog on the sofa, the neighbour's dog that chases our cat, the dog digging in the new flower bed.]</i> Active and passive verbs: Sentences can be active or passive. In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object [e.g <i>The teacher speaks to the class</i>]. In passive sentences, the thing receiving the action is the subject of the sentence [e.g <i>The class is spoken to by the teacher</i>]</p>			
<p>Your child will also be learning:</p> <ul style="list-style-type: none"> ▪ About Living Things and their Habitats in Science ▪ About Refugees in Humanities (Geography) ▪ How to make rub ingredients together in Design & Technology, making scones ▪ About using the Internet in Computing ▪ How to read complex rhythms in 2 parts in Music ▪ Jewish places of worship in Religious Education ▪ New beginnings in PSHE 	<p>Learn by heart:</p> <p>All your times tables (1-12) and the inverse</p> <p>'Refugees' by Brian Bilston (see below)</p>	<p>Spellings (Spelling Bee): learn to spell</p> <p>accommodate accompany according achieve aggressive category cemetery committee communicate community determined develop dictionary disastrous embarrass</p>	<p>Maths vocabulary:</p> <p>factorise prime factor thousandth mean average median likely statistics circumference perimeter</p>
<p>You can help your child by:</p> <ul style="list-style-type: none"> ▪ Helping them to learn their spellings and what they mean by looking them up in the dictionary and using them when talking and writing. ▪ Completing the home learning project to develop knowledge about the topic. ▪ Learning key number facts. ▪ Helping them to memorise and recite the poem 'Refugees' by Brian Bilston (see below), asking questions about what the poem is about. 			

Poetry – Year 6, Autumn 1

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.

Refugees
By Brian Bilston

They have no need of our help
So do not tell me
These **haggard** faces could belong to you or me
Should life have **dealt** a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(now read from bottom to top)

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 your own reverse poem
- Create your own poem about refugees