

# SPENNITHORNE CE PRIMARY SCHOOL HOME/SCHOOL LINK SHEET ( SPRING 15)



Dear Parents/Carers of children in the Foxes Class.

You can help your child at home by following some of these suggested activities:

Curriculum Area	Areas to be taught in school	Possible activities to be done at home		
<b>English</b>	Story planning and writing Journalism Biography Poetry	Read with your child at least 3 times a week and discuss the book with them; what has happened and what they think could happen, how the text is laid out on the page, the hidden meaning within the text etc. Read notices and signs as you go about your daily lives. Share different types of writing with your child – read recipes and follow instructions, share football reports, look at the contents and index pages of information books etc Enjoy readings and acting out plays and poems Encourage writing for a range of purposes		
<b>Grammar, Punctuation and Spelling</b>	Parts of speech, clauses and sentence structure, relative pronouns, modal verbs. Punctuation: commas, speech marks, apostrophes, brackets, dashes and hyphens.	Please support your child to use the LSCWC method (Look, Say, Cover, Write, Check) every day when learning their spellings. These will be ten words currently being studied, supplemented by additional words which your child has mis-spelt in his/her writing Encourage the reading of punctuation when sharing a book together and discuss why it has been used. Check for and ensure good grammar when typing on a computer.		
<b>Mathematics</b>	Fractions: Equivalence (including decimal and %). Comparisons and ordering. Money: using +, -, x and ÷ to solve problems. Decimals and their link to measure. Time. Multiplication and division. 2D shape and angle Data Handling.	Help your children to achieve the bronze, silver and gold levels within their times table achievement chart Practise sequencing fractions and decimals and spot equivalence, e.g. $\frac{1}{2} = 0.5$ (also 50%) Discuss fractions of shape ( $\frac{1}{2}$ ) and of number e.g. $\frac{1}{2}$ of 20 is 10 and $\frac{3}{4}$ of 20 is 15 etc. Practise reading larger numbers (Y5 up to one million, Y6 up to ten million) from numbers – house prices are excellent! Practise using money and giving change Estimate and check weights, volumes of liquid and lengths. Read recipes and weigh out ingredients, practise reading scales, including measures with up to three decimal places. Discuss and interpret graphs (Y6 to include line graphs and pie charts), timetables and charts Read time as o'clock, half past and quarter past/to etc. Count the clock face moving forwards and backwards in jumps of 5 minutes Discuss angles to enable familiarity with degrees of a circle.		
<b>Mental maths</b>	Y5 Count forwards or backwards in steps of powers of 10 for any given number up to one million. Recognise the place value of each digit in up to hundred thousands and down to 3 decimal points. Use the terms multiple, factor, square, cube and prime. Convert measures, e.g. m to km	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">                     Add/subtract numbers with increasingly large numbers. Add/subtract fractions with the same denominator. Multiply and divide numbers mentally, drawing upon known facts. Multiply and divide any number by 10 or 100, understanding the effect of the decimal point. Estimate angles in degrees and classify as acute, obtuse or reflex.                 </td> <td style="width: 50%; vertical-align: top;">                     Y6 Count forwards and backwards using positive and negative numbers in powers of 10 and across zero. Use the terms multiple, factor, square, cube and prime. Convert measures, e.g. m to km, involving decimals and larger integers. Apply this understanding to measures calculations. Add/subtract fractions with different denominators. Multiply and divide integers and decimals mentally, drawing upon known facts.                 </td> </tr> </table>	Add/subtract numbers with increasingly large numbers. Add/subtract fractions with the same denominator. Multiply and divide numbers mentally, drawing upon known facts. Multiply and divide any number by 10 or 100, understanding the effect of the decimal point. Estimate angles in degrees and classify as acute, obtuse or reflex.	Y6 Count forwards and backwards using positive and negative numbers in powers of 10 and across zero. Use the terms multiple, factor, square, cube and prime. Convert measures, e.g. m to km, involving decimals and larger integers. Apply this understanding to measures calculations. Add/subtract fractions with different denominators. Multiply and divide integers and decimals mentally, drawing upon known facts.
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<b>Science</b>	Forces and magnets Animals inc. humans (digestive system and teeth).	Discuss the different points of a compass Understand that not all materials are magnetic (iron and steel have magnetic appeal!) Discuss that magnetics have a north and south pole. Like poles repel and push away from each other in the direction of the arrows. Unlike poles attract and pull in the direction of the arrows. Understand that a magnet is an object made from iron, nickel or cobalt materials which attracts other objects made from these materials Discuss the different teeth in our mouth and what roles they do – can the children name different teeth. Use a mirror to see inside their mouth Discuss the route your food takes once you have put it in your mouth		
<b>Topic</b>	Geography: Settlement. Understand maps and identify a range of physical and human geographical features. Consider the effect of physical features on choices of site for a settlement. Understand that some settlements grow for a variety of reasons. History: The Romans Roman life, legacy, place names, Hadrian's Wall and fortifications	Follow up and expand on classroom learning. Look out for TV programmes and explore internet websites. Use Google maps and relate satellite images to 'street view'. Select and enjoy topic related non-fiction books.		
<b>Religious Education</b>	The Muslim Family Hinduism	Discuss the effects of multiculturalism in our society. Help the children to understand that everyone is different and that diversity is a positive thing.		
<b>SEAL</b>	Going for Goals (Building Learning Power). Good to be me.	Discuss positive abilities with your child, and the possible goals that he/she could aim for this year, together with the personal qualities needed to achieve. Encourage and build on strengths, talents and skills.		

Head Teacher \_\_\_\_\_

Teacher \_\_\_\_\_