

# SPENNITHORNE CE PRIMARY SCHOOL HOME/SCHOOL LINK SHEET (Summer 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>	<p>Story interpretation and writing – understanding characters, description, use of modal verbs (could, should, would, may, can, might)</p> <p>Journalism, reporting and interviews</p> <p>Persuasive writing and advertising</p> <p>Poetry</p>	<p>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 etc.</p> <p>Read notices and signs as you go about your daily lives.</p> <p>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, read advertising leaflets, even election pamphlets!!!</p> <p>Enjoy readings and acting out plays and poems.</p> <p>Encourage writing for a range of purposes.</p>		
<b>Grammar, Punctuation and Spelling</b>	<p>Y3/4: commas, sentence clauses, adverbials, pronouns and possessive pronouns, modal verbs.</p> <p>Spelling: suffixes, ei, eigh, ey, ch, gue, que</p> <p>Y5/6: modal verbs, subordinate and relative clauses, relative pronouns</p> <p>Spelling: rules for endings, ie, prefixes, exceptions to rules.</p>	<p>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, possibly supplemented by additional words which your child has mis-spelt in his/her writing.</p> <p>Encourage the reading of punctuation when sharing a book together and discuss why it has been used.</p> <p>Check for and ensure good grammar when typing on a computer and sending text messages.</p>		
<b>Mathematics</b>	<p>Fractions, decimals and %, x and div by 10.</p> <p>Angles, angles in 2D shapes and between lines. Terms: obtuse / acute/ reflex.</p> <p>3D shapes and nets.</p> <p>Multiplication and division: larger calculations, inverses, missing number problems, use of brackets, ext. to algebra.</p> <p>Measures and conversion (metric). Volumes in ml ext. to cubic cm, reading scales.</p> <p>Addition and subtraction: security in calculations, balanced equations.</p> <p>Data handling using charts and diagrams.</p>	<p>Help your child to achieve the bronze, silver and gold levels within their times table achievement chart. Extend tables understanding with x and divide by 10 and 100, Y5/6 to include decimals and relate to measures and money contexts.</p> <p>Practise sequencing fractions and decimals and spot equivalence, e.g. <math>\frac{1}{2} = 0.5</math> (also 50%).</p> <p>Spot angles and estimate size in degrees (Y3 compare to right angles).</p> <p>Estimate and check weights, volumes of liquid and lengths using metric units, ext. to converting between e.g. m and km.</p> <p>Read recipes and weigh out ingredients, esp. fluids, practise reading scales, including measures with decimal places.</p> <p>Discuss and interpret graphs (Y6 to include line graphs and pie charts), timetables and charts.</p> <p>Encourage use of formal and informal calculation methods, counting on / back. Split larger numbers into parts to ease calculations.</p> <p>Apply times tables to multiplication and division problems, e.g. double x6 will be x12, divide by 24 is the same as div by 6, then div by 4.</p>		
<b>Mental maths</b>	<p><b>Y3</b></p> <p>Count from 0 in multiples of 4, 8, 50 and 100, tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Multiply and divide by 10, measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml), recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise odd and even numbers up to 1000 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Compare and order numbers up to 1000.</p>	<p><b>Y4</b></p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Multiply and divide by 10, 100.</p> <p>Convert between different units of measure (e.g. kilograms to grams, litres to millilitres).</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Recognise and use factor pair</p> <p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Order and compare numbers beyond 1000</p>	<p><b>Y5</b></p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to one million.</p> <p>Mult and div any number by 10 and 100.</p> <p>Use and convert times – analogue and digital.</p> <p>Identify 2D and 3D shapes and estimate angles.</p> <p>Use the terms multiple, factor, square, cube and prime.</p> <p>Convert measures, e.g. m to km.</p> <p>Manipulate and partition larger numbers to enable addition and subtraction, including measure and money contexts.</p> <p>Use negative numbers in context.</p>	<p><b>Y6</b></p> <p>Count forwards and backwards using positive and negative numbers in powers of 10 and across zero.</p> <p>Mult and div by powers of 10.</p> <p>Use and convert times – analogue and digital</p> <p>Identify 2D and 3D shapes and estimate / calculate internal angles.</p> <p>Use the terms multiple, factor, square, cube and prime.</p> <p>Convert measures, e.g. m to km, involving decimals and larger integers. Apply this understanding to measures, calculations.</p> <p>Multiply and divide integers and decimals mentally, drawing upon known facts.</p>
<b>Topic</b>	<p>Science: Animals and their habitats. Classification of animal species. Links to and dependence on habitat. Environmental issues, threats to survival, conservation and importance of national parks. States of matter – solid, liquid, gas.</p> <p>Geography: Around The World. Climate zones and Biomes. Using maps and atlases. Lines of latitude and longitude. Linking with science to study various habitats and threatened environments. Mountain environments: Geographical location of mountain ranges, landscapes, effect of altitude on climate and resulting effects on plants / animals.</p> <p>Computing: Online safety, keeping safe, reporting problems, using email. Weather recording.</p> <p>Art: Printing techniques, backgrounds and mixed media. DT: Cooking – measuring, following recipes, baking</p>	<p>Follow up and expand on classroom learning. Look out for TV programmes and explore internet websites. Use world maps and explore atlases. Select and enjoy topic related non-fiction books.</p>		
<b>R.E.</b>	<p>Values.</p> <p>The Mosque.</p>	<p>Consider the values that make family life work well. Which of these are important outside the home and are to be developed and cherished as we live life's journey? Understand why some places are special for some people, including places of worship for all religions.</p>		
<b>SEAL</b>	<p>Relationships - friends and family.</p> <p>Changes – preparation for moving up / on.</p>	<p>Discuss relationships with your child, focusing on reasons for difficulties and developing an understanding of others.</p> <p>Encourage and build on strengths, and recognize weaknesses to be developed in the next school year.</p>		

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

Teacher \_\_\_\_\_