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|---|---|---|
| <p><b><u>Writing Outcomes</u></b><br/> <b>Texts:</b><br/>         Poetry: narrative – midnight feast<br/> <b>Titanium video:</b> narrative<br/> <b>Pig Heart Boy:</b><br/>         Non chronological report – heart</p> | <p><b><u>P.E.</u></b><br/> <b>Dance:</b><br/>         Dances confidently and fluently with accuracy and good timing. To use counts when choreographing and performing to improve the quality of work.</p> | <p><b><u>Maths</u></b><br/> <b>Ratio:</b><br/>         Introduction to the ratio symbol, ratio and fractions.<br/> <b>Algebra:</b> function machines, 2-step function machines, form expressions, substitution, formulae, form equations.<br/> <b>Decimals:</b> Round decimals, add and subtract decimals, multiply and divide by 10, 100 and 1,000.</p>      |
| <p><b><u>MFL</u></b><br/><br/> <b>Clothes</b></p>   | <p style="text-align: center;"><b>Class – Golden Eagles</b><br/> <b>Term 3 – Local Study</b></p>                        | <p><b><u>Science</u></b><br/> <b>Changing circuits:</b><br/>         To know the difference between a series circuit and a parallel circuit. To recognise and use conventional symbols used in circuit diagrams. To create a variety of circuits using fair testing and evaluate my findings.</p>   |
| <p><b><u>SMSC</u></b><br/> <b><u>PSHE: Core Theme 1 – unit 5</u></b><br/>         Substance Related Abuse<br/> <b><u>RE: Christianity</u></b><br/>         IS everything eternal?</p>                                   | <p><b><u>History / Geography</u></b><br/> <b>Local study:</b><br/>         Settlements<br/>         Exports<br/>         UK commodities<br/>         Climate</p>  | <p><b><u>Music</u></b><br/> <b><u>Songwriter</u></b><br/>         To analyse lyrics from songs discussing style, purpose and mood.<br/>         To write a verse and chorus for a song about helping to save the environment.<br/>         To use traditional notation to record the melody of the song.</p>  |
| <p><b><u>Art</u></b><br/> <b>Sculpting Vases:</b> To be able to identify different features of a vase's design, then design, sketch and sculpt their own vase using clay.</p>   | <p><b><u>History / Geography</u></b><br/> <b>Local study:</b><br/>         Settlements<br/>         Exports<br/>         UK commodities<br/>         Climate</p>  | <p><b><u>Computing</u></b><br/> <b>Variable games:</b><br/>         To define a 'variable' as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use a created design to create a project. To evaluate the project.</p> |


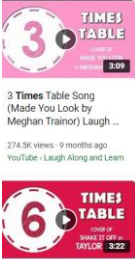


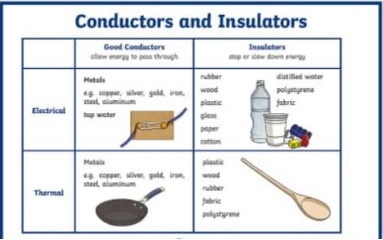
# Golden Eagles

## Class Spellings for Term 3

| <b>Week 1</b><br>-ent, -ence<br>endings  | <b>Week 2</b><br>-ent, -ency<br>endings   | <b>Week 3</b><br>-ant, -ance<br>endings  | <b>Week 4</b><br>revise i before e<br>rule and<br>exceptions   | <b>Week 5</b><br>-able, -ible<br>endings   |
|--|---|--|--|--|
| Tested on<br>12.01.24  | Tested on<br>19.01.24   | Tested on<br>26.01.24  | Tested on<br>02.02.24  | Tested on<br>09.02.24  |
| different<br>difference<br>excellent<br>excellence<br>convenient<br>convenience<br>obedient<br>obedience<br>belligerence | lenient<br>leniency<br>transparent<br>transparency<br>consistent<br>consistency<br>urgent<br>urgency<br>complacency | fragrant<br>fragrance<br>perseverant<br>perseverance<br>ignorant<br>ignorance<br>assistant<br>assistance<br>acquaintance | deceive<br>conceive<br>receive<br>perceive<br>ceiling<br><u>exceptions:</u><br>protein<br>caffeine<br>seize<br>neither | accountable<br>predictable<br>questionable<br>approachable<br>susceptible<br>responsible<br>possible<br>flexible<br>sensible |
| <u>Yr 5 &amp; 6 words</u><br>interfere<br>interrupt<br>language<br>leisure   | <u>Yr 5 &amp; 6 words</u><br>lightning<br>marvellous<br>mischievous<br>muscle                                       | <u>Yr 5 &amp; 6 words</u><br>necessary<br>neighbour<br>nuisance<br>occupy  | <u>Yr 5 &amp; 6 words</u><br>occur opportunity<br>parliament<br>persuade   | <u>Yr 5 &amp; 6 words</u><br>physical<br>prejudice<br>privilege<br>profession  |

## Homework Grid Year 6 Term 3

| <u>Reading:</u>  | <u>Writing/Handwriting</u>  | <u>Maths:</u>   |
|--|---|---|
| <p>Read daily, recording in contact book. This can be on Reading Plus or your colour banded book.</p> <ul style="list-style-type: none"> <li>Are there any words that you do not recognise or understand? Look up their meaning in a dictionary and create a vocabulary list that you can add to our class dictionary.</li> </ul> <p>Can you link what you have read to one of our VIPERS?</p> | <p>Log onto Letter-join and practise the SATS spelling words:</p> <p>Statutory spellings y5/y6</p> <p>Write the words in a sentence, ensuring you use a range of punctuation and clause structures.</p> | <p>Log on Hit the Button (not login required): Year six math's practise – Fractions and mixed numbers.</p> <p><a href="#">IXL - Year 6 maths practice</a></p> |

| Optional activities   |   |   |
|---|---|---|
| <p><u>Art:</u></p> <p>Can you draw a landscape of our local area?</p>    | <p><u>Music:</u></p> <p>Listen to and practice singing the Times Tables pop songs.</p>    | <p><u>History:</u></p> <p>Local area: Can you find out five interesting facts about the history of Wilmington?</p>   |
| <p><u>GPAS</u></p> <div data-bbox="152 1098 331 1209"> <p>Write an active sentence about this pig. Underline the object of the sentence.</p>  <p>_____</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="340 1098 519 1209"> <p>Can you think of more formal synonyms to replace these past tense verbs? (Use a thesaurus if you need to!)</p> <p>laughed _____</p> <p>fell _____</p> <p>annoyed _____</p> </div> <div data-bbox="528 1098 707 1209"> <p>Mr Whoops has accidentally jumbled up two antonyms of 'careless'. All the letters from the two words are muddled together. Can you help him to unjumble them?</p> <p>utrciosulfaecc</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="152 1216 331 1327"> <p>Look at the sentence below and add two modal verbs: You _____ approach the unfriendly cat as it _____ scratch you.</p> <p>Now write your own sentence that contains a different modal verb and underline it.</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="340 1216 519 1327"> <p>Can you think of two verbs that starts with the prefix sub-?</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="528 1216 707 1327"> <p>Rewrite this sentence about Henry VIII with added parenthesis, which must be accurately punctuated.</p> <p>Henry VIII famously had six wives.</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> | <p><u>Science:</u></p> <p>Can you find and list different items around your home that would either be conductors or insulators and explain how you know?</p>  | <p><u>Writing:</u></p> <p>Write a poem about your favourite things to do.</p> <p>Remember to use the poetry features: personification, onomatopoeia, repetition and alliteration.</p> <div data-bbox="1491 1184 1796 1417"> <p><b>Features of poetry.</b></p> <p><b>Rhyme:</b> the repetition of similar sounds e.g. cat and hat; sheep and sleep. Cat and mat.</p> <p><b>Repetition</b> is the repetition of a sound, syllable, word, rhyming word, phrase, line or stanza (something is repeated – used again). One sunny, day, one sunny day.</p> <p><b>Alliteration</b> is the repetition of the first letter of a word e.g. The lonely lazy lion, Big brown bears.</p> <p><b>Onomatopoeia:</b> words that look and sound like the sound their describing e.g. drip, woosh, zap, bang, hiss, buzz.</p> <p><b>Simile:</b> A simile is a way of describing something by saying it is like something else. Similes often use the words: like and as. He is strong like a superhero.</p> </div> |

