

<p style="text-align: center;">Reading & Maths Boosters</p> <p>Reading During these sessions, children are immersed in more fiction and non-fiction texts and practice answering questions based on the content domains: retrieve, infer, explain, vocabulary, predict and compare.</p> <p>Maths These sessions will have both a fluency and reasoning focus this term. During these sessions, children will review concepts from the last two terms, and they will be given further practice. Topics reviewed during these sessions: the four operation, inverse operations, multiply and divide by 10, 100 and 1000, factors, multiples, cubes and square numbers, rounding, ordering and negative numbers.</p>	<p style="text-align: center;">Maths</p> <p>As Mathematicians, we develop our fluency, reasoning and problem-solving skills. Children will multiply and divide decimals by integers and solve division problems with answers up to two decimal places. They then explore the relationship between fractions, decimals and percentages. Children will calculate the percentage of an amount and solve problems involving percentages including finding the inverse. Their first introduction to algebra will be to identify a one-step and two-step rule. They then form expressions and equations and solve one and two-step equations.</p>	<p style="text-align: center;">Grammar & Punctuation</p> <p>During these sessions, children revisit the various verb forms: simple present and past tense, present and past progressive tense, present and past perfect tense. Then, children the use of the apostrophe – for omission and possession. They will practise writing using the active and passive voice, which links with their current writing unit: writing a newspaper report. Also, they will gain more exposure to formal and informal language and develop their knowledge of clause structures (main clause, subordinate clause, embedded clause, relative clause). Advanced punctuation will be revisited as this is essential for everyday writing. This includes punctuation for parenthesis (brackets, dashes and commas), semicolons, colons and hyphens.</p>
<p style="text-align: center;">PE</p> <p>This term, children will develop skills in basketball and gymnastics. In gymnastics, children will develop a balance with a partner – support, standing or kneeling or sitting balance. They apply their knowledge by creating a sequence of balances and then progress with movements. The remaining lessons are focused on basic jumps and rolling off low apparatus.</p> <p>During basketball sessions, children will perform a range of passes with accuracy and control with players moving into space. They build their confidence by moving around the court, passing the ball using changes in speed and direction. Then, they use a variety of techniques to dribble, pass and move towards a target and then apply these skills against a defender.</p>	<p style="text-align: center;">Learning in Year 6</p> <p style="text-align: center;">Term 3</p>	<p style="text-align: center;">English</p> <p>As writers, our core text ‘Shackleton’s Journey’ by William Grill is based on Ernest Shackleton’s monumental expedition to cross Antarctica. This book is used as a stimulus to get children to summarise the key events of his journey and then empathise with key characters such as expedition lead, Shackleton and crew members as they encountered great difficulty during their voyage. They were involved in listening and speaking activities such as hot seating as they acted in role as reporters, eyewitnesses and key experts in order to include experiences and expert advice to their newspaper reports based on ‘the rescue’. In this unit, they write using the active voice and passive voice accurately and convert direct speech to reported speech. Use of advanced punctuation is encouraged when writing their reports. Children use a box grid to plan then draft and edit their newspaper reports.</p>

Computing	English	PSHCE / RE
<p>This term, students will be introduced to spreadsheets. They will organise data into rows and columns to create their own data set. The importance of formatting data to support calculations will be explained and they will understand how formulas are used to produce calculated data. Then, they apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Children plan an event and answer questions based on a spreadsheet. Finally, children will create graphs and charts, and evaluate their results in comparison to questions asked.</p>	<p>As readers, we are reading <i>The Hobbit</i> by J.R.R. Tolkien, which is a classic story of Bilbo Baggins – a home-loving hobbit who enjoys a quiet and contented life in his cosy hobbit hole. Out of the blue, the wizard, Gandalf, and a band of dwarves arrive and enlist his services and before long, Bilbo finds himself as part of an extraordinary expedition to raid the treasure-hoard of Smaug, the dragon.</p> <p>During reading sessions on Monday and Tuesday, we will continue to focus on our fluency and developing the skill of inference, vocabulary, and explanation. On Wednesdays to Fridays, children are exposed to a range of fiction and non-fiction texts and the focus is on equipping children with the strategies needed for answering a wider range of comprehension questions based on the content domains: vocabulary, explain, retrieve, infer, predict and compare. These sessions include discussion time when children are encouraged to think of a range of possibilities for some questions.</p>	<p>In PSHCE, we are focusing on the unit, Consent. Children will learn about giving and asking for permission. Given various scenarios, children work in pairs and create two alternative outcomes which includes ways to ask for permission, different ways to respond and respecting the person's decision. Then, they discuss personal boundaries and its importance. Finally, they will learn about appropriate and inappropriate touch.</p> <p>In our RE sessions, we are exploring the topic, Leaders. We will discuss the importance of leaders and different types of leaders. Then, children will consider important qualities that a leader possess and write a job description for a religious leader required for a place of worship or by a religious community. A guest speaker (religious leader from Newham) will engage in discussion with students as they present their questions. World religious leaders will be explored and children will compare a religious leader to a political leader. Finally, they will write a comparative report based on two religious leaders.</p>