



YEAR 6 KITES

Class Teacher: Mrs Barnes
Mrs Lines and Mrs Lake

Important diary dates and reminders

Class Photograph- Wednesday 15th April

Resource Request – **BY THURSDAY PLEASE** - The children each need a cardboard base to work on (probably not much bigger than 30x30 cm but needs to be stable). Also card to cut out into shapes and then layer (cereal boxes would be ok but the thicker the better (caveat: they need to be able to cut it with scissors so not too thick!))

Class update

The class have settled back in beautifully! We have packed in an enormous amount of work this week! Collectively, we revised how to answer three-mark questions, ensuring clarity and not presuming the marker has read the excerpts! We discussed the importance of using PEE: point, evidence, explain. The children must ensure quotes lifted from the texts are explained, inferences made explicitly so answers are not ambiguous. We will continue to practice answering reading questions over the next few weeks.

alma

This week, in English, the children have used an animated video stimulus about a girl-turned-doll called Alma to inspire the next block of writing. Kites created descriptions of two juxtaposing scenes – the perfect landscape to explore the power of words. The children carefully chose language to illustrate positive or negative intent – ensuring this was nuanced and layered via grammatical word choices. Verb choices were key; we explored how to link the scenes, for example drawing parallels with the snow fall and the actions of a girl that enters later on. ‘Showing not telling’ is a key component of this narrative which we will continue to work on, again another device to encourage tension and layered pieces. We used the game charades to enrich these ideas, revealing character via descriptions instead of explicitly telling the reader. For example, in place of stating Alma might be happy or sad or frightened, Kites described the physicality of the emotion, which they will then weave into the body of work next week. Excerpts included: pride - *a lifted chin; bright, wide eyes; slow spreading smile*, anger - *a face scrunched up like a ball of paper, hands clenched, brow furrowed, heavy footsteps, racing heart...*

Kites are avidly enjoying learning all about algebra in maths; I have been so impressed with their enthusiasm for the topic. Can you ask them to solve these questions?

Solve the equations.

a) $5x + 1 = 31$

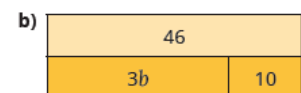
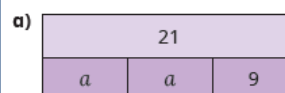
c) $4p - 11 = 3$

b) $3x - 3 = 9$

d) $9 = 2y + 8$

Write an algebraic equation to represent each bar model.

Find the values of a and b .



In art, the children began thinking about who they are and how to represent certain memories in form for their upcoming sculptural work.

Have a super weekend!

Mrs Barnes 😊

Home learning this week

Reading Continue to use **readtheory**. The expectation this term is for the children to complete 2-4 reading texts per week. This helps your child enormously and prepares them well for the Reading paper. Also, many of the children have said they are not reading independently daily, I cannot stress enough how important it is for them to be reading in their heads as well as listening to you read to them. They must be able to digest a piece of writing accurately and in a pacy manner, ready to embark upon KS3.

There is a **comprehension** set for homework – please encourage fully developed answers using PEE.

Maths Please respond to the worksheets. Children must show their workings.

SPAG: Please use Rollama (I have set tasks) to support your child's revision of both Spellings and Grammar/Punctuation. Refer to the glossary and the Spelling Appendix; both are on the class page.

Spellings There are a few different assignments set on **Spelling Shed** to consolidate previous learning, please do encourage your child to engage on this platform. If it helps, I can see as admin!