

YEAR 6 KITES

Class Teacher: Mrs Barnes
Supported by Mrs Thomas

Important diary dates and reminders

Parent's evening – Thursday 15th October, from 2pm
Half Term – Monday 19th October – Friday 30th October

Haslemere Food Bank Donations - Each year at harvest we ask that you donate what food items you can to the Haslemere Food Bank. This year we are asking you to send in your donations with your child on **Wednesday 7th October** where they will take it to the church and place it on the alter. From there it will be sent to the food back to be distributed to those in need. We have been told that they need the following items: soup, UHT milk, oats, coffee, tea bags (small packs please), custard, tinned fruits, packet puddings (jelly, sponge pudding, Angel Delight etc.), treats (chocolate, dried fruit, crisps, snack bars etc), jam/marmalade, fruit juice or small bottle of squash, shower gel, shampoo, soap bars.

Spitfires! Wow wow wow! These have started to come in – I am bowled over with their creations! Thank you for supporting their learning 😊

Class update



In English, the children began their new unit of writing based on the fairytale 'Hansel and Gretel' retold by Neil Gaiman. Kites enjoyed immersive activities to generate ideas and embody character, thereby exploring 'voice' ready for writing. I was so impressed with their acting abilities and confidence to ad lib. The children portrayed character so vividly! We looked specifically at certain devices to use within our writing such as dialogue to advance action and convey character, verb choices to add impact and the power of repetition to heighten tension.





Last week saw the close of our maths focus on place value – the end of unit test taken showed excellent understanding! On Thursday this week Year 6 started the unit, 'Addition, Subtraction, Multiplication and Division', aka calculation: the bread and butter of maths. The class reviewed adding and subtracting integers and found common factors. I am incredibly impressed with their thirst to learn and stamina for concentration.

In history the children the made inferences about the Blitz using photographs and other sources. We discussed how people's lives were affected, and families either took refuge in large communal shelters of in homemade 'Anderson shelters' in their back gardens. There was a 'blackout' every night so cities were not visible to German bombers. Kites thought empathetically about how people felt during the Blitz – scared, brave, resilient; even excited.

Have a super weekend, Mrs Barnes 😊

Homework this week

Spellings I have set assignments related to this week's spellings on spelling shed. Please follow the instructions given to all pupils (stuck inside reading records) so they can access and learn!

Lesson 3: Challenge Words

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with irregular spelling patterns

This Week's Words				
ancient	cemetery	criticise	equipped	government
leisure	opportunity	recognise	sincerely	variety

Maths Please complete the worksheet focusing on common factors. Must show working/jottings.

Reading If you haven't done so, please log in to Read Theory and aim to complete 2-3 tasks per week. Additionally, read for pleasure – daily ☺



English Short creative write – Using the picture as stimulus, create a short write (open – craft any genre, even if it is just an opening, descriptive piece!) Ensure writing is 'musical'. Can you weave in any devices we have explored so far in Kites?

Word bank to help - if needed:

Verbs shimmered, pulsed, whispered, slithered, flickered, curled, glowed, throbbed, beckoned, sighed, swayed

Adjectives honeyed, crooked, ancient, trembling, fragile, molten, otherworldly, shadowy, golden, spectral

Similes/Metaphors/Personification:

"Lanterns pulsed like beating hearts"

"Shadows slithered between the roots"

"The tree watched him"

"Stars themselves had fallen, captured and caged"

Sentence starters (varied & musical):

"The forest whispered."

"Each orb…"

"Step by step…"

"Were these lights…?"

Last week's answers:

Rounded to nearest	3,147,283	6,854,721	656,908	9,005,571
10	3,147,280	6,854,720	656,910	9,005,570
100	3,147,300	6,854,700	656,900	9,005,600
1,000	3,147,000	6,855,000	657,000	9,006,000
10,000	3,150,000	6,850,000	660,000	9,010,000
100,000	3,100,000	6,900,000	700,000	9,000,000
1,000,000	3,000,000	7,000,000	1,000,000	9,000,000

2) No, I do not agree.

4,500,001 rounded to the nearest million is **5,000,000**.

The rule is:

Look at the digit in the **hundred-thousands** place.
In **4,500,001**, that digit is **5**.
- Since 5 means **round up**, 4,500,001 rounds up from 4 million to **5 million**.

Answer: 5,000,000.

It is valuable feedback for the children to mark their previous learning and see straight away what the issue was. Those that really struggled are to let me know… I can then support via an intervention.

Most homework I set is retrieval of previous learning; cognitive science dictates that we need to repeat exercises to strengthen understanding and embed knowledge, moving from short term into our long-term memory; in that way we can start making concrete links between units and objectives.



Reading Passports I have given your child one – letter to accompany has been sent out today via the office. Please could their passports be kept in their reading records, thank you.
Encourage at least ten mins of reading daily 😊

