

YEAR 6 KITES

Class Teacher: Mrs Barnes
Supported by Mrs Thomas

Important diary dates and reminders

Non-Uniform Day- Friday 27th November and Friday 4th December
Christmas Lunch AND Christmas Jumper Day- Friday 11th December
KS2 Christmas Carol Dress Rehearsal- Monday 14th December @2pm
KS2 Christmas Carol Concert- Tuesday 15th December @6pm
Reindeer Run- Thursday 17th December
Break-up for Christmas - Friday 18th December

Carol Service fundraiser: Please find a QR code to fundraise for Shooting Star Hospice; this is in place of cash donations.

Grayswood School's JustGiving Page

Christmas Cards: Class post boxes will be placed in reception from Tuesday 1st December for the children to use.
KIRFs: Our KIRF this term is: **to identify common factors of a pair of numbers** which the children will be tested on before we break for Christmas. Please refer to the KIRF sheet at the end of this letter to support your child with their learning. The key to success is practising little and often.

🎵 Young Voices! 🎶
We'd love the children to log in to the Music Room and start practising the songs for Young Voices! Some of the songs have dances to learn, along with Makaton and British Sign Language (BSL), so there's lots to explore! A little practice at home will make a big difference 😊

Dear Parents and Carers,
Starting this week, our Friday notes will be shorter and will focus on key dates, reminders and home learning tasks. We have reviewed the information we share and found that some of the content in our weekly notes often duplicates information that is already available elsewhere. By streamlining the notes, we hope to make them easier for families to read while ensuring that key information remains clear and accessible. Photos and updates will also be available via the whole school newsletter. Information about what your child is learning can also be found on the curriculum map on our class page. Thank you for your continued support. Have a wonderful weekend. Mrs Barnes 😊

Homework this week

Spellings I have set assignments related to this week's spellings on spelling shed.

Lesson 7: 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

appreciate	communicate	definite	exaggerate	harass
marvellous	persuade	relevant	stomach	vehicle

Maths Please complete the worksheet. Children MUST show workings.

English Comprehension on Kindertransport. MUST use PEE. Best handwriting; blue pen if possible.

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 ☺

Key Instant Recall Facts

Year 6 – Autumn 2

I can identify common factors of a pair of numbers.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

The factors of a number are all numbers which divide it with no remainder.

E.g. the factors of 24 are 1, 2, 3, 4, 6, 8, 12, and 24.
The factors of 56 are 1, 2, 4, 7, 8, 14, 28 and 56.

The common factors of two numbers are the factors they share.

E.g. the common factors of 24 and 56 are 1, 2, 4 and 8.

The greatest common factor of 24 and 56 is 8.

Key Vocabulary

factor

common factor

multiple

greatest common factor

Children should be able to explain how they know that a number is a common factor.

E.g. 8 is a common factor of 24 and 56 because $24 = 8 \times 3$ and $56 = 8 \times 7$.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? If your child is not yet confident with identifying factor pairs of a number, you may want to refer to the Year 5 Summer 2 sheet to practise this first. If you would like more ideas, please speak to your child's teacher.

There are many online games to practise finding the greatest common factor, for example: Fun4theBrain BeyondFacts Games and http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html

Choose two numbers. Take it in turns to name factors. Who can find the most?