
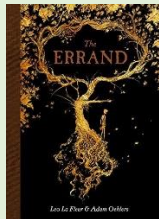






## Year 6 Home Learning – Autumn 2

Task to term be completed over this half	<p><b>Home Apps</b></p> <p><b>SATS Companion</b> Below is the pupil link to SATS companion <a href="https://app.satscompanion.com/login">https://app.satscompanion.com/login</a></p> <p><b>Timetable Rockstars</b></p>  <p>Even in Y6, timetables are vital to support in many areas.</p> <p><b>Oxford Reading Buddy</b> Login to read books matches to your child’s level and complete online comprehensions. <a href="#">Oxford Reading Buddy - Log in</a></p>	<p><b>Suggested timetable</b></p> <table><tr><td><b>Monday</b></td><td>1. Oxford reading buddy 2. Spellings</td></tr><tr><td><b>Tuesday</b></td><td>1. Spellings 2. Timetable Rockstars</td></tr><tr><td><b>Wednesday</b></td><td>1. Oxford reading buddy 2. Sats companion</td></tr><tr><td><b>Thursday</b></td><td>1. Spellings 2. Timetables Rockstars</td></tr><tr><td><b>Friday</b></td><td>1. Sats companion 2. Oxford reading buddy</td></tr></table>		<b>Monday</b>	1. Oxford reading buddy 2. Spellings	<b>Tuesday</b>	1. Spellings 2. Timetable Rockstars	<b>Wednesday</b>	1. Oxford reading buddy 2. Sats companion	<b>Thursday</b>	1. Spellings 2. Timetables Rockstars	<b>Friday</b>	1. Sats companion 2. Oxford reading buddy	<p><b>Reading</b> Continue to read <b>at least 3 times</b> a week using the <b>Oxford Reading Buddy</b>.</p> <p>Challenge yourself to read a <b>narrative</b> and a <b>non-fiction</b> book this half term.</p> <p>Your teacher recommends and will be reading with you <b>The Errand by Leo LaFleur</b></p> <p>Can you remember any other books set in a dark magical wood?</p> 	<p><b>Creative Family project:</b> Submission date: Week of 13<sup>th</sup> of December</p> <p>Open classroom event – Monday 2<sup>nd</sup> December 2.30 – 3pm. It is an opportunity for your child to share their learning with you.</p> <p>Year 6 Parent Event – Monday 9<sup>th</sup> December 2 – 3pm. It is an opportunity for your child to share their topic learning with you.</p>  <p>In History, we are looking at the Egyptians Can you answer following questions:</p> <ul style="list-style-type: none"><li>*Who were the Egyptians?</li><li>*Why are the Egyptians remembered today?</li><li>*What legacy have the Egyptians left behind?</li></ul> <p>Research using the sites below:</p> <p><a href="#">BBC - History: Egyptians</a></p> <p><a href="#">History, primary, Year 6 - Lesson listing   Oak National Academy</a></p> <p><i>You can present your learning in your own creative way: a model, hieroglyphics, posters, research, booklets. The choice is yours!</i></p>
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Spellings to learn at	<p><b>Week 1 Spellings (Test 15.11.24)</b></p> <p>action auction eruption fiction station nation fraction friction</p>	<p><b>Week 2 Spellings (Test 22.11.24)</b></p> <p>portion option motion section caption lotion attention sensation</p>	<p><b>Week 3 Spellings (Test 29.11.24)</b></p> <p>abrasion admission aggression commission compassion confession depression discussion</p>	<p><b>Week 4 Spellings (Test 13.12.24)</b></p> <p>erosion passion tension division decision revision expression collision</p>											



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<b>In History</b> , we are learning about: <ul style="list-style-type: none"><li>Egyptians</li></ul>	<b>In Science</b> , we are learning about: <ul style="list-style-type: none"><li>Continuing our unit on Making new substances</li><li>Classification and evolution</li></ul>	<b>Curriculum Overview</b>   <b>Autumn 2</b> <b>Year 6</b>	<b>In PSHE</b> , we are learning about:  <b>Stay Safe</b> by considering: <ul style="list-style-type: none"><li>Changes at puberty (recap Y4)</li><li>Who is responsible for their health and safety, where to get help and advice</li><li>Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</li></ul> <b>Trying Your Best and Be Proud</b> <ul style="list-style-type: none"><li>Recognising what they are good at – goal setting and aspirations</li><li>Independence increased responsibility</li><li>Keeping safe influences on their behaviour and resisting pressure</li><li>Images in the media and reality; how this can affect how people feel</li><li>Discuss and debate – health and wellbeing issues</li></ul>	<b>In RE</b> , we will be learning about: <ul style="list-style-type: none"><li>Theme/Unit: An extraordinary baby</li><li>Concept: Incarnation</li></ul>
<b>In Art</b> , we are: <ul style="list-style-type: none"><li>Canopic Jar Sculpture with a coiled pot base</li></ul>	<b>In MFL</b> , we are developing our French skills through: <ul style="list-style-type: none"><li>Habitats</li></ul>			
<b>In PE</b> , we are learning: <ul style="list-style-type: none"><li>Invasion: Football</li><li>Gymnastics: Mirroring and matching</li></ul>	<b>In Computing</b> , we are learning about: <ul style="list-style-type: none"><li>Variable Fun</li><li>Mobile Phone Safety</li></ul>			
<b>In English</b> , we are using <b>The Errand by Leo LaFleur</b> and <b>The Land of Neverbelieve by Norman Messenger</b> and stimulus for writing: <ul style="list-style-type: none"><li>A <b>instructional narrative</b></li><li>A <b>non-fiction information page</b></li><li>A <b>third person narrative to include dialogue</b></li></ul> <b>In Reading</b> , we will be reading complimentary texts about other fantastical tales, the contain poetic language and beautiful illustrations.			<b>In Maths</b> , we will continue to develop our Arithmetic skills. We will also develop our skills and knowledge in: <ul style="list-style-type: none"><li>Fractions</li><li>Percentages</li><li>Measurement including time, mass and capacity</li><li>Number and Place Value</li></ul>	