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| **Subject**  | **Topics** | **At home** |
| RE | New LifeBuilding BridgesHinduism week – God’s People | Talk to your child about a time when you were sad/ disappointed and then something happened to give you a new lease of life.Talk about what makes and breaks friendships.Discuss the beliefs and values that influence andinspire them and others about how friendshipsMaybe nourished, spoilt and mended.You could talk to your child about people like Martin Luthor King, Mother Theresa etc and how they made a difference and were an example of how God’s message can be spread through our thoughts and actions |
| Maths | DecimalsMeasurement – MoneyMeasurement - TimeStatisticsProperties of shapeSymmetryPosition and Direction  | The children are really getting more confident and faster with their tables-thank you, keep up the good work!Involve your child in everyday calculations, let them spend money at the shop and work out their change. You could look at some problems and talk about which would be the best way to solve them, would rounding (getting to the nearest multiple of 10, 100 or 1000) help, would a written sum be the best way to find the answer?You could involve your child in time calculation e.g. we need to leave at 10.30 and it takes 45 minutes to get there, what time will we arrive? If there are 60 minutes in an hour, how many are in three and a half hours?You could encourage your child to tell the time on an analogue and digital clock.You could look at maps and grids and talk about the co-ordinates. |
| English | Non=Chronological ReportsMyths & LegendsPersuasive WritingNonsense poemsPoetry by heartStories from other cultures | The children will be investigating non-chronological reports (non- fiction texts that are not written in time order e.g. encyclopaedias, information texts on animals, countries etc). They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information. Your child could write a report on something that really interests them e.g. horse riding, Minecraft, looking after animals etc.Thank you for all of your support in helping the children to learn their spellings, the progress that they are making is fantastic. Keep up the hard work!The children will be looking at a range of myths, perhaps you could read some myths togetherThe children will be looking at the power of language and how it can be used to persuade. Your child could write a letter to persuade you to let them play out for longer or to me to persuade them to be able to have an afternoon break on a Friday etcYou could help your child by reading nonsense poems with them such as the Jabberwocky, limericks and encourage them to say which is their favourite and why can they make up words to describe a favourite toy?Ask your child to tell you about the messages contained within the stories we have been reading in class.  |
| Computing | We’ve got the power (e safety, DC)Heroes (CS) | This is a very serious topic about the power of the internet and how social media can be used for good, e.g. raising the profile of poverty in third world countries, highlighting the importance of global warming etc. The children will be designing and filming their own videos. Could you please talk to your child about only using age appropriate sitesThe children will be using coding to create their own animations based on their story board. They could tell you all about their plot and themes for their hero story. You could read a range of hero stories and talk about the different themes and characters |
| Science | **Why is the sound that one direction makes enjoyed by so many?**Sound | You could listen to a range of different types of music e.g. rock, classical, opera and talk about their likes and dislikesThe children could make musical instruments out of boxes and elastic bands, bottles and water and talk about what has changed, why are the notes different? |
| History | **Who were the early Lawmakers?** | Ask your child to make a list of laws they know? Research the Magna carter and decide why they think it is important. Talk about parliament today and how laws are made. What law would they create? |
| Music | The children will be learning to play the guitar and compose a piece of music and be listening to and appreciating a wide range of music. | * Practise playing the guitar each week to support the learning in class.
* Can you accompany a range of nursery rhymes with simple chords on the guitar?
* Listen to a range of guitar music. Discuss the mood and emotions created by the music.
* Explore and research a famous guitarist. Created a presentation about this famous person and present to the class.
* Create a chord sequence and compose your own song.
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| Geography  | Earning a living | Talk about all the people in your family and what jobs they have. Where do they have to travel to work? Interview them to find out why they have the job that they do? Would they prefer to do a different job? Produce a newspaper report about your family and the jobs that they do. |
| Art | **Collage**How will our mosaics improve the look of our school? | Look at different mosaic tiles (maybe in the bathroom) and discuss how they’re often small squares of colour arranged into a pattern. Let your child colour squared paper into different pattern or designs. Cut various coloured paper in to small squares and ask your child to collage a mosaic pattern or challenge them to mosaic their name. |
| Design Technology | **Cooking and Nutrition**What is your favourite kind of pizza? | Look in cook books or the supermarket at different flavours used in pizzas. Collect pizza menus posted through to the homes. Make a list of different pizzas available in shops and pizza shops. Ask your child to think of their favourite foods and think about how healthy food is. Think about whether their favourite food could be put on a pizza? Spaghetti bolognaise, curry, chicken dippers etc. Ask children to name their pizza with a special name.  |
| PE | **Athletics and Outdoor and Adventurous Activities** | At the park show them how to climb safely, play games.Talk to your child about leading a healthy lifestyle – food choices, plenty of sleep, water.Encourage your child to make up their own movements when listening to music.Try to go to the swimming baths regularly, so that your child becomes confident in water. |
| French | **Animal Carnival** | You could ask your child if they can remember the names of the different animalsAs the topic progresses can the children tell you the time (o’clock) in FrenchEncourage your child to log on to language nut and practice their French skills on-line, as well as reading and writing practice there is also a table next to each topic with key vocabulary and pronunciation.Some key questions for this topic are:-What time is it?- Quelle heure est-il?What is your name – Comment tu t’appelles |
|  | **What’s the weather ?** | You could encourage your child to practice their numbers through counting gamesEncourage your child to log on to language nut and practice their French skills on-line, as well as reading and writing practice there is also a table next to each topic with key vocabulary and pronunciation.Some key phrases for this topic are:-Today – aujord huiWhat is the weather like? – quel temps fait-il?It’s cold- il fait froidIt’s hot – il chaudHere is the weather report – voici la **météo** |

• An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

• The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

• The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a

range of sources.

• The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

• A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why

people interpret the past in different ways.

• A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

• A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

**Support**

**Generic history skills**

**Challenge**

**Years 7, 8 and 9**