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| **Subject** | **Topics** | **At home** |
| RE | People **(Family)**  Judaism –  Called **(Belonging)**  Gift **(Loving)** | The children will be looking at who they are and their family roots. They will be learning about their own and Jesus’ family tree. You could talk about your family tree, perhaps the children could draw their family trees, starting with themselves and going back 3 or 4 generations.  You could ask your child if they can tell you about the Torah, Bar Mitzvah and Bat Mitzvah.  The children will be looking at how important it is to be chosen, to be called on for something. Could the children bring in photos of times that they have been chosen for something special – bridesmaids, page boys, football team etc  The children will be learning about the gift of God’s love and friendship. You could talk to your child about how important friends are. Perhaps you could visit church and look at the nativity scene as we prepare to give thanks for God’s gift of Jesus. |
| Maths | Number – Place value, mental and written addition and subtraction, problem solving and reasoning, mental and written multiplication and division, measurement-area | |  | | --- | | In Year 3, thanks to your help and their hard work, the children were fantastic at some of their times tables. We would like the children’s fluency and confidence to continue to develop sp please carry on encouraging your child to practise. You could involve your child in everyday calculations, e.g. let them spend money at the shop and work out their change. We will be looking at place value; you could ask your child questions such as how many tens are there in 365, what does the number 6 represent in 7263 | |  |  |  | |
| English | Stories with familiar settings  Instructions  Fables  Image poems  Poetic Form  Information Texts | In this topic the children will be looking at descriptions of settings and characters. You could look at unusual and interesting adjectives and descriptions when you are reading together. Have a look at the rooms in your house, the children could write a description of their bedroom.  The children will be looking at the features of instructions and explanation texts. Perhaps you could look at a recipe together and talk about the bossy (imperative) verbs used e.g. chop, dice, slice, mix etc. Your child could write a set of instructions e.g. how to make a smoothie – can you follow them? They will be looking at pronouns and subtitles  The children will be looking at the meanings within fables. The children will be acting out parts of fables, you could help your child by encouraging them to read aloud and remember or perform parts of their stories.  The children will be learning about similes and metaphors. You could ask your child if they can explain these to you, can they give you any examples? You could read a range of poetry together – which is their/your favourite and why?  The children will be learning about syllables Haiku, Tanka and Cinquain poems, which use different amounts of syllables (sounds in words). Can your child explain what syllables are – see if you can find examples of words with 2 syllables e.g. tweeting, 3 e.g. animals, 4 syllable e.g. alligator or 5 syllables e.g. hippopotamus. They will be reading and reciting a range of poems and composing their own  You could look at examples of information texts that you might have at home e.g. encyclopaedias, instruction manuals, biographies, atlases etc. Can your child explain some of the features to you? |
| Computing | Back to the Future (CS)  We built this city (DL) | You could look at how technology has changed since you were young, how mobile phones have gotten smaller and more advanced over time.  Talk to your child about how Minecraft is like digital Lego. Encourage your child to play at home and to think and design their buildings carefully, why they are putting certain features in places. |
| Science | **Which plants and animals thrive in your locality?**  All living things  **What happens to the food we eat?**  **Animals, including Humans** | * You could go for a walk in your local area; the children could take photographs of any habitats, wildflowers or animals that they find. * You could talk to your child about the importance of looking after their teeth and bodies, of eating healthily. You could look online or in an encyclopaedia at the differences in the teeth of lions, sharks, cows, monkeys and humans. Why are they different? |
| History | Why were the Romans so powerful and what did we learn from them? | If you get the opportunity you could got to the Museum of Liverpool and look at the artefacts left from the Roman invasion. Can the children see any similarities to things that we use today?? |
| Music | Poetry  Environment  Sounds  Recycling | You could look at your favourite poems; can the children sing them in time to music?  The children could research how composers have been affected by the environment.  Can your child demonstrate beat boxing to you, can they use their voices to create different sounds?  You could collect old boxes and plastic bottles; can the children make musical instruments out of them? |
| Geography | Why is the Ganges so important to Kolkata? | We will be looking at the importance of rivers. If possible you could go on a trip to the Pier Head and look at the River Mersey, what does it bring to Liverpool? If possible you could go on a trip on the ferry. |
| Art | **Painting**  Which famous artist lived near here? | The children will be learning about:  great artists, architects and designers in history.  You could encourage your child to sketch a famous Liverpool building in just 5 minutes – this will help them to concentrate on capturing the buildings most important details. |
| Design Technology | Can we all go fly a kite? | You could look at the different types of kites there are – which shapes are used, what materials are they made out of and how are they joined together? |
| PE | **Games**  **Swimming** | When possible you could play simple throwing and catching games with your child to help to develop their confidence. Try using a variety of different sized and shaped equipment e.g. Frisbees, large balls, sponge balls etc  If possible please try to go to the swimming baths with your child to develop their confidence in the water. |
| French | All Aboard  Pocket Money | As the term goes on you could ask your child if they could tell you about the weather in French. Some key phrases are  It’s raining –il pleut  It's sunny – Il y a du soleil  It’s fine – il beau  Encourage your child to tell you what they have been learning in French this week as the more practice at speaking French they get then the better their pronunciation becomes. |

• 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**