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Headteacher: Miss B Nugent

January 2023

Dear Parents,

Firstly, I wish you all a healthy and peaceful New Year. Many thanks for your good wishes and generous gift at Christmas. I was overwhelmed by your kindness and appreciated the lovely words in my Christmas card.

Please join me in prayer to seek God's continued blessings for good health and peace. May the Lord's light be upon all our children as they embark upon one of the most exciting years of their life.

The focus this term will be preparing the children for their end of Key Stage 2 Assessments which are due to take place in the week beginning Tuesday 9th May 2023. Please note, Monday 8th May will be a Bank Holiday this year due to King Charles III's Coronation.

Homework will be set more regularly (please see an outline below) and will include revision and study required to ensure knowledge and skills are embedded.

Religion

Our topic is Exploring the Mass. We will study the Beginning of Mass, the Liturgy of the Word, the Liturgy of the Eucharist, the Eucharistic Prayer, the Communion Rite and the meaning of Living out the Mass through Blessed Sacrament. Children will be reminded that their mission is to follow in the footsteps of Jesus and to serve and love one another through their actions and words.

Online life

Many children in Year 6 are spending far too much time either browsing online or playing games. In recent weeks, this has caused name calling, arguments and fights. I cannot emphasise enough the negative impact this is having in the classroom in terms of concentration and progress levels. Children are also tired in class and sometimes not responsive to prompts or teaching because their minds are elsewhere.

If your child is frequently online either through their tablets, computers or phones, I urge you to limit your child's use to the weekend only. At the weekend, these devices should also be used within a very limited time frame.

In class discussions, children have revealed very alarming amounts of time spent online. This is having a detrimental effect on learning.

Reading every day

It is increasingly apparent in lessons that a lot of children are still not reading everyday. This is impeding their development in processing vocabulary, inference, speed of reading and making general sense of text.

The Comprehension paper is more challenging than ever and consists of a greater emphasis on your child's ability to define vocabulary and to interpret and make inferences. Stamina and fluency must be strong. The volume of words your child will need to read and process is also much greater.

Once more, please take away devices and urge children to read. I am assigning Tuesday nights as the 'big read' night. There isn't enough time in the curriculum for me to teach all the vocabulary and cover the infinite variety of text they may be required to read to access the papers in May. Only by reading and building vocabulary every day, as well as identifying evidence to support views, will your child feel confident and be able to successfully tackle their reading test.

Relationship and Sex Education

This term, children will explore body image and the importance of personal hygiene.

They will recognise the importance of self-respect and appreciate their self-worth.

Sessions will also include emotional changes, feeling under pressure and 'seeing stuff online'.

Spellings

This will continue in the usual format. Please take time to test your child frequently on the Year 5 /6 list of words. 20/70 marks are awarded for spellings in the grammar paper.

I attach another copy of the word list to the letter.

P.E

Children must bring their P.E kit in every Tuesday. This term, children will do gymnastics.

Mathletics

Having analysed the Autumn test results, there is a direct correlation between the pupils who complete mathletics and enjoy successful results. All the work is linked to the topics we are covering in class. Please remind your child they should work with a notebook for their jottings to acquire the correct answer. Videos with tutorials are attached if extra support is necessary. Mathletics will be set every Friday.

English

Our class novel this term is Michael Murporgo's Kensuke's Kingdom. We will study two further books to support our World War II topic: Rose Blanche and Erika's Story. We will also read Oranges in No Man's Land by Eizabeth Laird as a modern day comparison to war today. We will write balanced arguments, letters, reports, explanation texts and a narrative.

Mathematics

Ratio:

- Use ratio language
- Ratio and fractions
- Scale drawing and scale factors
- Similar shapes
- Ratio problems

Decimals:

- Know place value and multiply and divide by 10, 100, 1000
- Multiply one digit number with up to 2dp by whole numbers
- Use written division methods where answer have up to 2dp
- Solve problems involving decimals and which require rounding up or down

Percentages:

- Solve problems
- Know equivalences between FDP

Measure:

- Solve problems involving conversion of units using decimal notation up to 3 dp
- Convert between miles and kilometres
- Recognise that shapes with same areas can have different perimeters and vice versa
- Recognise formulae for shape and volume
- Calculate, estimate and compare volume of cubes using standard units

Area and perimeter:

- Area of triangles
- Area of parallelogram
- Volume of a cuboid

Algebra:

- Use simple formulae
 - Generate and describe linear number sequences
 - Express missing number problems algebraically
 - Find pairs of numbers that satisfy an equation with two unknowns
- Ratio and Proportion:
- Solve problems involving the relative sizes of two quantities where missing values can be found

Circles:

- Illustrate and name parts of circles, including radius, diameter and circumference and know the diameter is twice the radius

Statistics:

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate the mean as an average

Science

Working Scientifically - children will be taught to use the following practical scientific methods, processes and skills:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Use simple models to describe scientific ideas
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics
- Children will build on their learning about grouping living things from Year 4 by looking at the classification system in more detail
- Introduce the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided
- Through direct observations where possible, they will classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals)
- Discuss reasons why living things are placed in one group and not another. Children will find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification
- Work scientifically by using classification systems and keys to identify some animals and plants in the immediate environment
- Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Build on their work from Year 3, exploring the way that light behaves, including light sources, reflection and shadows.
- Talk about what happens and make predictions and work scientifically by deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works
- Investigate the relationship between light sources, objects and shadows by using shadow puppets
- Extend on their experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur)

Humanities

We will study World War II and understand the reasons why this war happened by placing key events in chronological order. Children will use primary sources to find out about World War II. There will be an in depth study of the experiences of evacuation as well as understanding the impact of the Blitz on London. Children will learn how propaganda encouraged and supported war efforts.

The homework timetable for Spring term is as follows:

Monday - Spelling, Punctuation and Grammar exercise due in the next day

Tuesday 'Big read' night

Wednesday - Arithmetic or maths due in next day

Thursday - Comprehension due in the following Thursday

Friday - Maths and English or R.E homework due in for Monday

Please note, weekday homework should take no longer than between 15-30 minutes. If there are any problems regarding homework, please ask your child to simply explain to me the following day rather than causing worry at home.

KS2 Year 6 SATs Dates - May 2023

Date	Test
Tuesday 9th May 2022	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Wednesday 10th May 2022	English Reading Test - 60 minutes
Thursday 11th May 2022	Mathematics Arithmetic (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Friday 12th May 2022	Mathematics Reasoning (Paper 3) - 40 minutes

Grammar, Punctuation and Spelling test

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Reading

The reading test will be a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.

There will be a selection of question types, including:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Mathematics

Children will sit three papers in maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: reasoning, 40 minutes per paper
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:
 - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
 - Less constrained questions, where children will have to explain and demonstrate their approach for solving a problem

Additionally, I attach a curriculum map of cross-curricular links, made through our main topic this term.

Your continued co-operation remains invaluable.

Yours sincerely,

Mrs Pasha