

# Biography and Autobiography



Autumn Term 1 2017  
Year Six  
Van Gogh Class

## Information for Parents of children in Van Gogh Class

### Year 6

**Dear Mums, Dads and Carers,**

In writing this half term, we will be looking at biographies and autobiographies. The children will be writing their own autobiographies and a biography about Harriet Tubman, who was an American abolitionist, humanitarian, and an armed scout and spy for the United States Army during the American Civil War. In history, we will be doing some work around our author- Vincent Van Gogh. Our science topic this half term will be 'Animals including Humans'.

All of the learning has been specifically designed to help your child achieve the skills outlined in the New National Curriculum. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

Please discuss with your child the learning they have done as the term progresses and let them teach you.

For next half term we will be studying the life of William Shakespeare and reading one of his plays-Macbeth.

## General Reminders

### Punctuality wait with children at gate

School starts at 8:55am. The class register will close at 9.00 am.

If children arrive after 9.00 am they will be marked as late in the register. Please ensure that your child arrives to school on time every day, as we start our learning as soon as the day begins.

### Absence

Please ensure that you contact the school to notify them of any absence from school and the reason for this. A phone call on the day is always appreciated.

### Jewellery

For the safety of your child please ensure that they do not wear hoop or drop earrings, necklaces, rings or bracelets to school. Children will be asked to remove such items when at school. Small stud earrings are allowed.

### P.E Year 6 - PE sessions per week

**Van Gogh Class: PE will be Fridays with the PE instructor- 11:30- 12:50 and 1:30-3:00 pm**

Please ensure that your child has their Holy Trinity PE kit in school all week. Please ensure the PE kits are taken home each Friday to be washed and returned to school the following Monday.

### Labelling Clothing

Please ensure that **all** clothing is labelled with your child's name. We cannot be liable for lost or misplaced clothing that is not clearly labelled.

### School lunches/Packed lunches

Please try to ensure that your child does not change their lunch option in the middle of the half term. This causes confusion for the office. If your child has a packed lunch please ensure that the food provided includes healthy options and forms a well-balanced lunch.

### Breakfast

Please ensure your child has a healthy breakfast and has a good start to the day.

**Bedtimes:** It is so important that your child goes to bed at a sensible time. A good night's sleep will ensure they are ready energised and ready for learning.

## Helping your child to learn ... How you can help?

### English

- Reading records

Reading journals and books should be brought to school every day. It is important that you read with your child at home every day. Ideally, you should try to read with your children for 20 minutes every night.

**Regular practice is the key to achieving greater confidence and fluency in reading as well as continued enjoyment.**

1:1 reading will take place daily and their home reading books will be changed when they have completed it.

If your child has completed their journal a new one can be obtained from us free of charge.

- Spelling

The words below are words, which your child will need to know in year 6, and should be able to use confidently in their writing.

There are many simple ways that you can help your child to learn these words at home. For example you could...

- Read the words to your children as well as listening to them reading to you.
- Display the words around the house.
- Use them in sentences (see homework each week).

The lists of words are words that will be covered throughout the year, and children will be given these along with other words for home work each week to learn and to use some in sentences. We also encourage children to use a dictionary or the internet to find the meaning of these words, so that they can use them efficiently in their writing.

# Spelling – years 5 and 6

## New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
1. Endings which sound like /ʃəs/ spelt -cious or -tious	<p>Not many common words end like this. If the root word ends in <b>-ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> - e.g. <i>vice - vicious, grace - gracious, space - spacious, malice - malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious	ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious
2. Endings which sound like /ʃəl/	<p><b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official special artificial beneficial commercial crucial facial glacial	social partial confidential essential initial partial essential potential
3. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue.</p> <p>Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	observant observance observation expectant expectation hesitant hesitancy hesitation tolerant tolerance toleration substance substantial innocent innocence frequent	frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)	
<p>4. Words ending in -able and -ible Words ending in -ably and -ibly</p>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings. As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule. The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>		<p>adorable adorably adoration applicable applicably application considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable</p>	<p>reasonable enjoyable forcible legible reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly</p>
<p>5. Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>		<p>referring referred referral preferring preferred transferring</p>	<p>transferred reference referee preference transferenc e</p>
<p>6. Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend</p>	<p>ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic</p>	

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>	
7. Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. <b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	conceit ceiling deceive perceive receipt deceit conceive receive	
8. Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English - it can be used to spell a number of different sounds.	enough rough tough  ought bought thought brought fought nought though	although dough through  thorough borough  plough bough  cough
9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . (words with silent 'w's are in Year 2 spellings)	doubt lamb lamb limb tomb knight island solemn thistle	whistle listen plumber gnome gnat gnash foreign sign column

You can also help your child to practise the correct use of these words that can be often used incorrectly.

- **There, their and they're**
- **Who and how**
- **Two, to and too**
- **Which instead of wich**

## Math

**One of the most important elements in math learning is for your child to have a clear understanding of numbers.**

This includes them being able to ...

- Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits;  $8.09 = 8 + 9?$ ;  $28.13 = 28 + + 0.03$ ).
- Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ ).
- Use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake).
- Calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $\frac{1}{12} + \frac{3}{4}$ ;  $\frac{7}{9}$  of 108;  $0.8 \times 70$ ).
- Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- Calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

It would be helpful if you could ensure that your child practise these skills including their times tables at home, and also revisiting these activities regularly to secure your child's understanding particularly when given as home work.

By carrying out these simple activities you will be providing a huge boost to your child's learning and progress over this coming year.



## Home Learning

Home Learning is outlined below and will be set each Friday for return on the following **Thursday at the VERY latest.**

### **Pack of home learning**

- Daily reading at home using books from home or school recorded in their reading journal with parental comments and brought to school every day.
- a piece of English home learning - linked to the learning covered that week.
- a piece of Maths home learning - linked to the learning covered that week.
- Spellings - for the children to learn. The children will need to know these for a weekly test on Fridays.

## Timings of the day

8.55 - 9.05	Early morning learning
9:05-9:20	Collective Worship
9.20 - 10.30	Math/English
10.30 - 11:20	Grammar/Punctuation
11.20- 11.35	<b>Break</b>
11.40 - 12.50	Math/English
12.50 -1.30	<b>Lunch</b>
1.30 - 2.00	Guided reading
2.00 - 2.50	Cross Curricular learning
2.50 -3.00	Story time (Reading of class reader)

**Tuesday 1:30-3:00 the children will be having Italian lessons in two groups.**

**We hope this pack gives you a clear understanding of what your child will be doing this term. We appreciate your support and if you need to discuss any matters with us, please feel free to ask any questions. Thank you.**

**Class teacher: Miss Smith Teaching assistant: Miss Francis 1:1 Mrs Dallas**