



## Information for parents

***“Lent is a time for greater generosity- not just with money, but with love, forgiveness, and mercy.” St. Leo the Great***

Dear Parents and carers,

Welcome back after the half-term break. We hope that you and your family had a restful and enjoyable week.

Spring is on its way! The Spring bulbs are out and thankfully, the days are gradually becoming lighter and warmer.

Now that we have entered into the period of Lent, it is a perfect time for our children not only to reflect upon their personal goals and their attitude to learning, but also the choices that they make with others at home and at school.

We will continue to **guide** our children in their learning and the choices they make, as they grow and develop, via our **Sacred Heart Ethos**, which has been drawn from our Federation Mission Statement (**The parable of the Mustard Seed, Matthew 13:31**), Gospel values, Catholic Social Teaching (CST) principles and learning behaviours.

Our **Sacred Heart Ethos** is structured using the **SACRED** acronym:

**S:** *Service*

**A:** *Affection and Appreciation*

**C:** *Consideration and Co-operation*

**R:** *Reflection and Reconciliation*

**E:** *Endeavour and Enjoyment*

**D:** *Dignity*



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| <b>Service</b>                        | Helping others and the world (Being 'Pilgrims of the Earth'); We are guardians of God's creation. ( <a href="#">CST link/s-Stewardship</a> ; <a href="#">Preferential Option for the Poor</a> ; <a href="#">Distributive Justice</a> ) |
| <b>Affection and Appreciation</b>     | Showing loving kindness and care; being thankful for each other and the world around us. ( <a href="#">CST link/s-Solidarity</a> ; <a href="#">The Common Good</a> )                                                                   |
| <b>Consideration and Co-operation</b> | Showing thoughtfulness, thinking about the views of others, and working together for the common good in school and the wider world. ( <a href="#">CST link-Subsidiarity</a> , <a href="#">Distributive Justice</a> )                   |
| <b>Reflection and</b>                 | Always being honest, listening to others, reflecting on                                                                                                                                                                                |

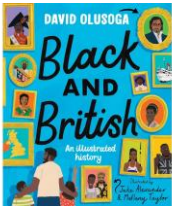
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| <b>Reconciliation</b>          | choices & showing forgiveness and friendship. ( <a href="#">CST link/s-Promoting Peace; Participation</a> )                                               |
| <b>Endeavour and Enjoyment</b> | Always trying our best and finding joy in all that we do, for both ourselves and others. ( <a href="#">CST link/s The Common Good</a> )                   |
| <b>Dignity</b>                 | Recognising that everyone is special and unique-valuing and respecting ourselves and others ( <a href="#">CST link/s Human Dignity; The Common Good</a> ) |

Please also support your child in achieving their academic goals by encouraging them to develop their learning behaviours. The [8 learning behaviours](#) we focus on at school are:

Not giving up   **Being curious**   Having a go   **Co-operating**   Enjoying learning  
**Improving**   Using your imagination   **Concentrating**

*Dear Lord Jesus,  
Please help us to be good friends to our family, our neighbours and all who we meet through our words and actions.  
Amen*

-Here is a brief outline of what your child will be learning about this half term:

| Subject                                                                                                                                                                                                                                                                                                                              | Coverage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggestions as to how you can support learning at home                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>English</p> <br> <p>(Extracts from...)</p><br> <p>(Extracts from...)</p> | <p>This half term we will be preparing to write a Newspaper report. We will also be writing a sequence of <b>'Postcards' /letters</b> from the viewpoint of a passenger on the <b>'Empire Windrush'</b> as they aim to settle here in Britain. We will thus be exploring the change in their emotions, from when they first arrive to their latter experiences - <b>expectations and the later challenges they faced.</b></p> <p>We will be reading extracts taken from the BAFTA-award-winning book, <b>'Windrush Child'</b> written by the late Benjamin Obadiah Iqbal Zephaniah. A story detailing a young boy's journey from Jamaica to England and the</p> | <p>Read the newspaper with your child! Discuss the features and language used.</p> <p>Support your child at home with their grammar and spelling homework.</p> <p>-Your child should read daily for at least 20 minutes. We ask parents to listen to children read at least once a week, encouraging expression as well as intonation.</p> <p>Ask relevant questions about the text to check your child's comprehension.</p> <p>Read to you child too (even in Year 6!).</p> |

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|                                                                                                  | <p>struggles he faced growing up in Manchester during those times.</p> <p>Within reading, we will be continuing to develop pupils' reading fluency and expression when reading aloud via modelled, choral, echo and paired reading.</p> <p>In Guided Comprehension, we will continue to develop and refine the following skills, based on NC reading domains: word meaning/vocabulary building; fact retrieval, prediction, inference, explanation (via the strategy of Point, Evidence, Explain), summarising and sequencing.</p> | <p>Modelling and then reading together really helps to improve fluency and expression and to help build your child's sight vocabulary and comprehension.</p> <p><b>Do make a note in your child's Reading Record when you have heard your child read.</b></p> <p><b>Encourage your child to explain what they have read via the P.E.E method</b></p> <ul style="list-style-type: none"> <li>-Make a point</li> <li>-Provide the evidence</li> <li>-Explain your reasoning</li> </ul> <p><b>An easy mnemonic to help pupils to remember the reading skills they need to develop is <b>VIPERS</b>:</b></p> <p><b>V</b>OCABULARY<br/> <b>I</b>NFERENCE<br/> <b>P</b>REDICTION<br/> <b>E</b>XPLANATION<br/> <b>R</b>ETRIEVAL<br/> <b>S</b>UMMARISING/SEQUENCING</p> |
| <p>Maths</p>  | <p>This half-term in Maths, we will be continuing with our topic of Decimals. In particular, multiplying and dividing decimals by integers.</p> <p>We will then progress to our next topic, Fractions, Decimals and Percentages. This will involve finding percentages of amounts and finding equivalent fractions, decimals and percentages.</p> <p>Particular emphasis will be placed on mental calculations strategies, fast recall of multiplication and</p>                                                                   | <p><b>Continual rehearsal and practice of SATs Arithmetic questions, the four operations, fractions and percentages, as well as time- Tables.</b> This will support our in-school learning and SATs preparation. Remember to also engage in the interactive educational platforms of <b>MATHLETICS, TTRS and HIT THE BUTTON!</b></p> <p><b>Daily practice will impact positively on your child's sense of number and mental calculations!</b></p>                                                                                                                                                                                                                                                                                                               |

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|                                                                                             | division tables division, problem solving / investigations and mathematical vocabulary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                    |
| RE         | <p><b>Eucharist and Lent</b></p> <p><b>The Eucharist</b> - Holy Communion, Lord's Supper -among other names, is a Christian rite that is considered a sacrament.</p> <p><b>Lent</b> is a solemn religious observance in the Christian liturgical calendar commemorating the 40 days Jesus spent fasting in the desert, according to the Gospels of Matthew, Mark and Luke, before beginning his public ministry.</p> <p><b>Our wonderful journey within the Christian faith leads us toward a real understanding of the 'Eucharist' and 'Lent'.</b></p> <p>We will deepen and further our understanding of these <b>significant events</b> linking and relating them to our current modern lives.</p> | Set aside a special time each day to read the Bible with your child; start the day thinking about God. Bring your prayer requests before Him and ask for the help you'll need to face the day. End the day with a prayer with Jesus. Reflect on the events of that day!                                                                                                            |
| Science  | <p><b>Living things and their habitats</b></p> <p>This half term we will be classifying living things in broad groups using observational characteristics, justifying why living things are placed in one group and not the other, classifying living things using the Linnaean System, as well as identifying the differences and similarities between microorganisms?</p>                                                                                                                                                                                                                                                                                                                           | <p>There are several science museums in London that offer exhibits and workshops on living things and their habitats: <b>John Moore Museum, Natural History Museum</b></p> <p>These museums offer teaching resources on life cycles, habitats, and classification. <a href="#">The resources include activities on animals including humans, rocks, fossils, and dinosaurs</a></p> |

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|                                                                                                                                                                                    | <p><b>Scientific skills covered in this topic are:</b><br/><b>Presenting information</b></p> <p><b>Scientific enquiry types in this topic are:</b><br/><b>Classifying, identifying, grouping and researching</b></p>                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>History</p>   | <p><b>Windrush</b></p> <p>This half term we will be finding out about the <b>Windrush generation</b>. Our learning journey will enable us to: identify and discuss the historical links between Britain and the Caribbean prior to 1948; give reasons why people from the Caribbean may have wanted to migrate; analyse the types of passengers aboard the 'Empire Windrush'; and consider the expectations and challenges faced when arriving and settling in Britain.</p> | <p>There is truly an abundance of factual information exploring the 'Windrush Generation' from many sources:</p> <p><b>Museum of London</b>- A collection of oral histories, photographs and more exploring 'Windrush' - is the only national heritage centre dedicated to collecting, preserving and celebrating the histories of African and Caribbean people in Britain.</p> <p>Together with your child, you may decide to go online, and visit the many fact-rich sites providing a range of information about 'Windrush'.</p> |
| <p>Computing</p>                                                                                | <p><b>Create a podcast documentary</b></p> <p>This term, we will be linking our history knowledge about the '<b>Windrush Generation</b>' in order to plan and create our very own <b>Podcast documentary - a program made available in digital format for download over the Internet</b>. Children will be taught how to plan, be creative, and capture footage using 'I-movie' thoughtfully and effectively, to hold and capture their audience's</p>                      | <p>Remind children about how to stay safe online. Go through rules as a family about acceptable and unacceptable things to do online when playing on games/apps and websites, and communicating with friends on the net. Reinforce appropriate and correct procedures to follow!</p> <p>As a bonus, find out and explore as much information as you can about '<b>Windrush</b>'.<br/><b>(Visit Waterloo Station, to see the 'Windrush Memorial</b></p>                                                                              |

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|                                                                                                                                                                                                                                         | <p>attention.</p> <p>We will of course use technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>PSHE (including Online Safety)</p> <br><br> <p>Online Safety</p> | <p>Our PATHS programme is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.</p> <p>This term we will continue to focus on <b>'Conflict resolution'</b> and <b>'Respect'</b> its relevance and importance. We will explore the steps needed to resolve disputes, disagreements, and arguments, as well as explore what real respect entails.</p><br><br><p><b>Privacy and Security</b></p> <p><b>Online Safety</b> is being aware of the nature of the possible threats that you could encounter whilst engaging in activity through the Internet.</p> <p>This half term, we will be finding out what <b>'app permissions'</b> are, describing simple ways to increase privacy on apps and services that provide privacy settings, and we will be exploring ways in which some online content targets people to gain money or information illegally!</p> | <p>Continue to encourage your child to talk about their emotions and feelings on a regular basis. Remind them that we all have emotions and that it is quite natural to experience different feelings in our everyday lives. All emotions have a place in our lives, but it is our behaviours linked to specific emotions that shape who we are. Model for your child positive behaviours, when dealing with different emotions.</p><br><br><p><b>Have a conversation!</b></p> <p><b>Ask your children to tell you about the sites they like to visit and what they enjoy doing online.</b></p> <p>What games do you and your friends like to play online? Can you show me the websites you visit the most? Shall we play your favourite game online together?</p> <p><b>Ask them about how they stay safe online.</b></p> <p>What tips do they have for you, and where did they learn them? What is OK and not OK to share?</p> <p><b>Ask them if they know where to go for help.</b></p> <p>Where can they go to</p> |

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|                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                | <p>find the safety advice, privacy settings and how to report or block on the services they use?</p> <p><b>Think about how you each use the internet?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>PE</p>   | <p><b>Football</b></p> <p>This half term, we will be focusing on football. Completing drills to enhance the skills in passing, dribbling and shooting. We will be using invasion games to develop the children's teamwork skills. We will also start to implement tactics in a match situation to understand the position of each player and the importance of their role.</p> | <p>Help your child in the mastering of these five basic skills that are essential for any child who wants to become a good soccer player. <b>Dribbling, passing, shooting, defending, and communication.</b> These are the foundation of soccer and will help young players develop their physical fitness, mental toughness, and social skills.</p> <p>Also, the football season is well underway. Watch 'Match of the Day', Go to the many football matches played all over the country – <b>Women's football-</b> One match will be shown live on BBC One or BBC Two each week, bringing the FA WSL to free-to-air TV. All BBC games are also shown live on BBC iPlayer. Every other match in the Women's Super League will be shown live on The FA Player, a free-to-air service you just need to sign up for.</p> |

-All teachers at Sacred Heart R.C Primary School follow the homework policy.  
In Year 6 we will follow this homework timetable:

| Subject                                                          | Handed out                                      | Due in on                                          | How you can help                                                                                                                            |
|------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| English:<br>-Reading<br>-Comprehension<br>-Spellings<br>-Grammar | Friday –<br>6S/6G<br><br>Tuesday<br>(SPAG) – 6G | Friday –<br>6S/6G<br><br>Tuesday<br>(SPAG) –<br>6G | Set clear routines for reading time and homework. Read with your child. Listen to them read out loud but also read aloud to your child. The |

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|                                                                  |        |        | children benefit from hearing texts read with appropriate volume, tone and expression. Practise spellings little and often.                              |
| Maths:<br>-Times tables<br>-Arithmetic/Reasoning<br>- Mathletics | Friday | Friday | Practise timetables and division facts daily. Recite your times tables out loud, backwards, written in order and with multiplication and division facts. |

Spelling test – Friday (6S) Tuesday (6G)

PE is an essential part of the curriculum. We are lucky enough to have specialist teachers and coaches. Please send your child in with his or her PE kit on Monday, and leave it at school until Friday. Any absences from PE need to be explained in a letter.

**PE days for Year 6 are Wednesdays.**

**Please remember to remove your child's earrings on a Tuesday evening.**

Kind regards,  
Class Teachers Miss Smith and Mrs. Garaialde  
Support Staff Miss Lisa and Ms Pat