Two Waters
PRIMARY SCHOOL

Year 6

Homework Pack

Autumn 2

Dear Parents/Guardians

This is your child's new homework pack for the second half of the autumn term. Thank you for your support with helping your child make progress in their learning.
Year 6 is a particularly important year in your child's education and regular homework will help your child get ready for the demands of secondary school home learning, as well as help your child consolidate work they are doing in school.

- Each pack will contain one piece of homework per week. The tasks will have either a maths focus or literacy focus, along with a weekly times table grid.
- Each task will need to be completed during a specific week to ensure that the work is aligned to the learning in the classroom.
- The tasks are pitched at the Year 6 curriculum.
- Please glue tasks carefully into the homework book.
- At the back is an answer sheet with some modelled answers.
- Homework should be handed in on the relevant Friday and will be marked and returned to the children on the following Monday.

In addition to the homework pack, please support your child to:

- continue to **practise their times tables** and weekly spellings
- **read for 25-30 minutes daily - aim to hear your child read once a week and talk about what they are reading. Please log reading onto Boom Reader every week so I can support your child's reading.**

I have attached a recommended reading list to help you support your child's reading at home.
At the end of the pack is our Medium Term Plan, which outlines our learning for this half term and includes suggestions of how you can further support your child at home should you so wish.
Finally, if your child is finding a piece of homework very challenging, please encourage them to come and talk to me during the week. I am always happy to help.

Kind regards,

Miss Jones

50 Recommended Reads for...

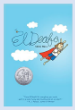
Year 6

(ages 10-11)

Which ones have you read?

Books for Topics

	❑ **The Shark Caller** Zillah Bethell & Saara Soederlund *Chapter book*		❑ **Crater Lake** Jennifer Killick *Chapter book*
	❑ **Malamander** Thomas Taylor *Chapter book*		❑ **High-Rise Mystery** Sharna Jackson *Chapter book*
	❑ **Show Us Who You Are** Elle McNicoll *Chapter book*		❑ **Overheard in a Tower Block** Joseph Coelho & Kate Milner *Poetry book*
	❑ **Space Maps** Lara Albanese & Tommaso Vidus Rosin *Non-fiction*		❑ **Boy in the Tower** Polly Ho-Yen *Chapter book*
	❑ **Orphans of the Tide** Struan Murray & Manuel Sumberac *Chapter book*		❑ **The Viewer** Gary Crew & Shaun Tan *Picturebook story*
	❑ **Swimming With Sharks** Heather Lang *Picturebook - biography*		❑ **The Girl Who Speaks Bear** Sophie Anderson & Kathrin Honesta *Chapter book*
	❑ **Amari and the Night Brothers** BB Alston *Chapter book*		❑ **Great Adventurers** Alastair Humphreys & Kevin Ward *Non-fiction*
	❑ **Gut Garden** Katie Brosnan *Non-fiction*		❑ **My Brother Is a Superhero** David Solomons *Chapter book*
	❑ **Wildspark** Vashti Hardy *Chapter book*		❑ **I Am Not a Label** Cerrie Burnell & Lauren Mark Baldo *Non-fiction*
	❑ **Holes** Louis Sachar *Chapter book*		❑ **Stonekeeper: Amulet** Kazu Kibuishi *Graphic novel*
	❑ **Survival in Space: The Apollo 13 Mission** David Long & Stefano Tambellini *Short chapter book – non-fiction*		❑ **The Super Miraculous Journey of Freddie Yates** Jenny Pearson & Rob Biddulph *Chapter book*
	❑ **Belonging Street** Mandy Coe *Poetry book*		❑ **Rooftoppers** Katherine Rundell *Chapter book*
	❑ **A Pocketful of Stars** Aisha Bushby *Chapter book*		❑ **Love That Dog** Sharon Creech *Poetry book – verse novel*

	❑ **Owen and the Soldier** Lisa Thompson & Mike Lowery *Short chapter book*		❑ **The Middler** Kirsty Applebaum *Chapter book*
	❑ **No Ballet Shoes in Syria** Catherine Bruton *Chapter book*		❑ **When Hitler Stole Pink Rabbit** Judith Kerr *Chapter book*
	❑ **DOSH** Rashmi Sirdeshpande & Adam Hayes *Non-fiction*		❑ **Moon Juice** Kate Wakeling & Elina Braslina *Poetry book*
	❑ **Pig Heart Boy** Malorie Blackman *Chapter book*		❑ **Darwin's Dragons** Lindsay Galvin *Chapter book*
	❑ **Corpse Talk: Season 1** Adam Murphy *Graphic novel*		❑ **Wonder** R J Palacio *Chapter book*
	❑ **The Weather Weaver** Tamsin Mori *Chapter book*		❑ **The Element in the Room** Mike Barfield & Lauren Humphrey *Non-fiction*
	❑ **The Island** Armin Greder *Picturebook story*		❑ **The Midnight Guardians** Ross Montgomery *Chapter book*
	❑ **Head Kid** David Baddiel *Chapter book*		❑ **The Arrival** Shaun Tan *Picture book*
	❑ **Nevermoor: The Trials of Morrigan Crow** Jessica Townsend *Chapter book*		❑ **All the Things That Could Go Wrong** Stewart Foster *Chapter book*
	❑ **The Babysitters' Club: Kristy's Great Idea** Ann M. Martin & Raina Telgemeier *Graphic novel*		❑ **The Boy Who Made Everyone Laugh** Helen Rutter *Chapter book*
	❑ **Everest** Alexandra Stewart & Joe Todd-Stanton *Non-fiction*		❑ **Tom's Midnight Garden** Philippa Pearce *Chapter book*
	❑ **The Boy Who Flew** Fleur Hitchcock *Chapter book*		❑ **El Deafo** Cece Bell *Graphic novel*

Times tables are such an important tool to help you calculate quickly and accurately in Maths.

Here is a Times Table grid to help you practise your times tables.

What is special about the numbers highlighted?

You can also practise on Times Table Rockstars.

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Task 1: Literacy (Grammar: verbs and adverbs)

Please hand this completed task in on Friday 13th November

Verbs

Explanation: A verb shows an action, state, or occurrence. Action verbs (e.g., run, jump) show what someone or something is doing, while linking verbs (e.g., is, seem) connect a subject to more information. Remember, the verbs to be (e.g., is, am, are) and to have (e.g., has, have) are also verbs as they express states or possession.

Exercise 1: Identifying Verbs and Types

Underline the verb in each sentence. Then label it as an A (action) or L (linking) verb.

1. The flowers bloom beautifully in spring.
2. She feels happy when she listens to music.
3. The dog seems very friendly.
4. The chef cooks delicious meals every day.
5. He appears nervous before the big game.

Exercise 2: Adding Appropriate Verbs

Fill in the blanks with a verb that completes the sentence logically. Write A if it's an action verb and L if it's a linking verb.

1. The students _____ quietly in the library.
2. The sky _____ cloudy before the storm.
3. The chef _____ the ingredients carefully.
4. The baby _____ asleep in the crib.
5. The teacher _____ very kind to her students.

Verbs "To Be" and "To Have"

Explanation: The verbs 'to be' (am, is, are, was, were) and 'to have' (have, has, had) express states or possession. They are often used in sentences to connect subjects with information or to show ownership.

Exercise 3: Using "To Be" and "To Have" Correctly

Fill in the blanks with the correct form of 'to be' or 'to have' based on the subject.

1. She _____ a kind person.
2. They _____ several books on their shelf.
3. I _____ happy with my new school.
4. We _____ a great time at the park yesterday.
5. He _____ my best friend since childhood.

Adverbs

Explanation: An adverb modifies a verb, adjective, or another adverb. It often tells us how, when, or where an action happens (e.g., quickly, yesterday, nearby). The following words are adverbial if they are used to modify a verb, adjective or adverb:

yesterday	**inside**	**bravely**
nearby	**tomorrow**	**overseas**
roughly	**upstairs**	**now**
later	**gently**	**silently**

Sort these adverbs into this table:

How (adverb of manner)	Where (adverb of place)	When (adverb of time)

Now write four sentences with some of the adverbs from the table. Write the **adverb** in a different colour.

1) _____
2) _____
3) _____
4) _____

Adverbials

An adverbial is a word or group of words that explain how, when or where the action happens. Underline the adverbials in these sentences.

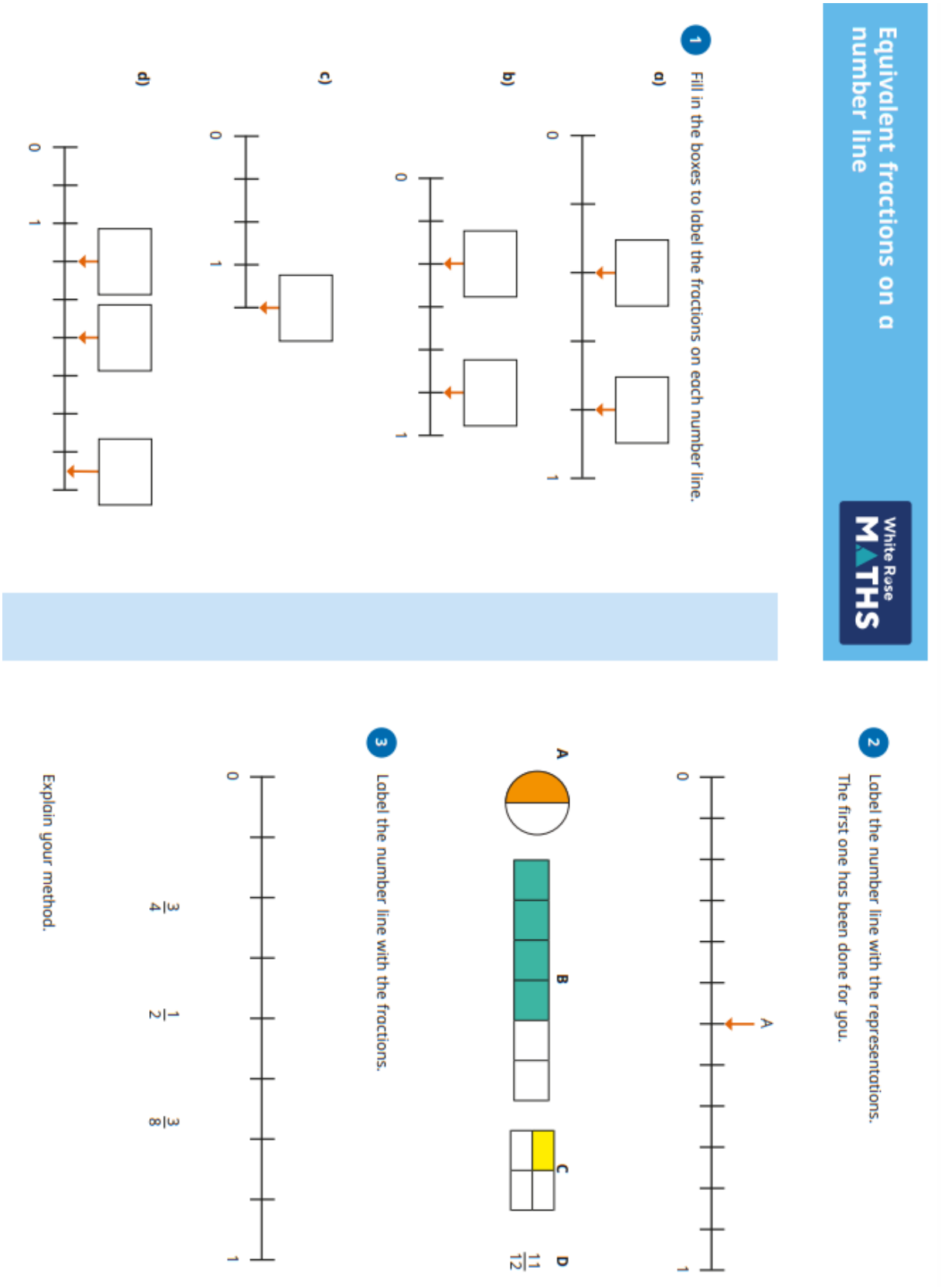
Example: The dog barked loudly outside when the postman arrived.

1) The children played happily in the garden.
2) The cat quietly snuck behind the sofa.
3) We will visit Grandma tomorrow morning.
4) Bravely, the knight set forth on his quest.

Task 2: Maths (equivalent fractions on a number line)

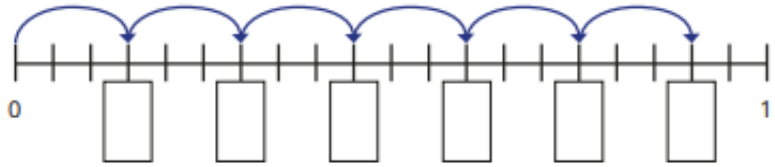
Please hand this completed task in on Friday 20th November

2 x 9 =	☐ x 7 = 63	12 x 8 =	6 x 4 =	3 x 4 =
4 x 6 =	6 x 8 =	11 x 12 =	4 x 7 =	81 ÷ 9 =
8 x 5 =	8 x 7=	12 x ☐ = 96	9 x 3 =	810 ÷ 9 =
7 x ☐ = 56	9 x 8=	11 x 11 =	☐ x 9 = 36	8100÷ 9 =

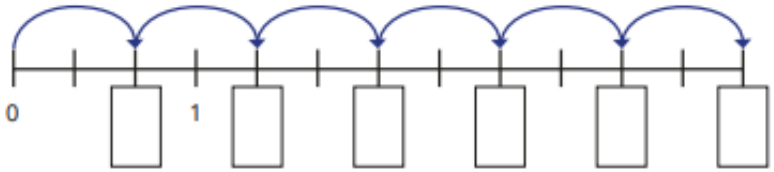


4 Fill in the boxes to label the fractions on each number line.

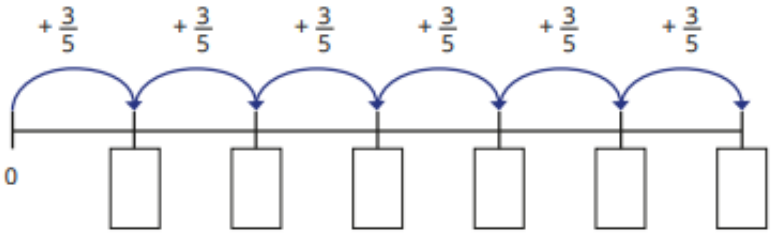
a)



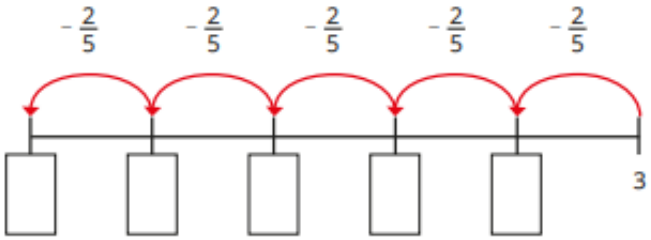
b)



c)

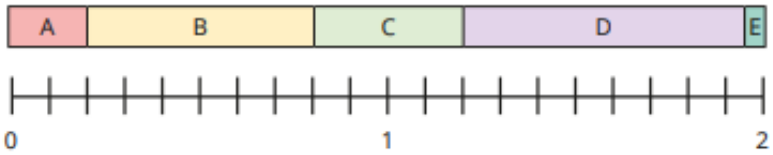


d)



What equivalent fractions can you find from the number lines?

5 A bar model has been drawn above the number line.



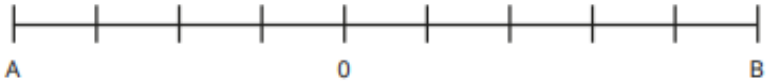
What is the value of each section of the bar model?

Write each answer in its simplest form.

A = ☐ B = ☐ C = ☐ D = ☐ E = ☐

6 The difference between A and B is 3

What are the values of A and B?



A = ☐ B = ☐

Task 3: Literacy (grammar: subordinating conjunctions) *Please hand this completed task in on Thursday 26th November.*

2 x 8 =	☐ x 7 = 42	12 x 8 =	72 ÷ 9 =	3 x 4 =
☐ x 6 = 36	35 ÷ 7 =	144 ÷ ☐ = 12	49 ÷ 7 =	81 ÷ 9 =
8 x 3 =	84 ÷ 7 =	24 ÷ 6 =	64 ÷ 8 =	810 ÷ 9 =
7 x ☐ = 21	32 ÷ 4 =	8 x 11 =	108 ÷ ☐ = 12	8100 ÷ 9 =

Part 1: What is a Subordinating Conjunction?

A subordinating conjunction is a word that connects two parts of a sentence, making one part of the sentence dependent on the other. This means one part of the sentence cannot stand alone and needs the other part to make sense.

Some common subordinating conjunctions are:

after, although, because, before, if, since, unless, until, when, while

Example: "I stayed home because it was raining."

In this sentence, “because” connects the two ideas. “It was raining” is the reason why “I stayed home.”

Exercise 1: Identify the Subordinating Conjunction. In each sentence below, underline the subordinating conjunction:

1) I can play outside after I finish my homework.
2) She brought her umbrella because it looked like rain.
3) If it snows tomorrow, we will build a snowman.
4) He felt tired although he had slept all night.
5) We’ll start the game when everyone arrives.

Part 2: Using Subordinating Conjunctions. Remember, subordinating conjunctions connect two parts of a sentence so that one part depends on the other.

Finish the sentences by completing the subordinate clause:

1) The boy ran home **after** _____.
2) The boy ran home **before** _____
3) The boy ran home **because** _____
4) The boy ran home **until** _____
5) The boy ran home, **although** _____

Part 3: Identifying Main and Subordinate Clauses

A main clause can stand alone as a complete sentence. A subordinate clause cannot stand alone; it depends on the main clause to make sense.

Example:

"After the rain stopped, we went outside."

- Main clause: "we went outside" (can stand alone as a sentence)
- Subordinate clause: "After the rain stopped" (cannot stand alone)

Exercise 3: Identify the Clauses

In each sentence below, underline the main clause and circle the subordinate clause.

1) Although it was cold, we went to the beach.
2) She went to the library because she needed a quiet place to study.
3) I can go outside after I finish my chores.
4) When the bell rings, students leave the classroom.
5) If it rains, we will watch a movie inside.

Part 4: Writing Your Own Sentences

Now, let's put it all together! Write your own sentences using subordinating conjunctions.

Some common subordinating conjunctions are:
after, although, because, before, if, since, unless, until, when, while

.

Example: I will go for a walk **after it stops raining**.

1. _____
2. _____
3. _____
4. _____

Task 4: Maths (add and subtract fractions) *Please hand this completed task in on Friday 4th December*

square numbers and cube numbers examples: $2^2 = 2 \times 2 = 4$ $2^3 = 2 \times 2 \times 2 = 8$				
$3^2 =$	$7^2 =$	$11^2 =$	$4^3 =$	$640 \div 8 =$
$4^2 =$	$8^2 =$	$12^2 =$	$5^3 =$	$36 \div 6 =$
$5^2 =$	$9^2 =$	$2^3 =$	$6^3 =$	$81 \div \square = 9$
$6^2 =$	$10^2 =$	$3^3 =$	$49 \div \square = 7$	$10^3 =$

Add and subract fractions

When the denominators are different , you need to find a common denominator.

$$\frac{1}{4} + \frac{1}{6} =$$

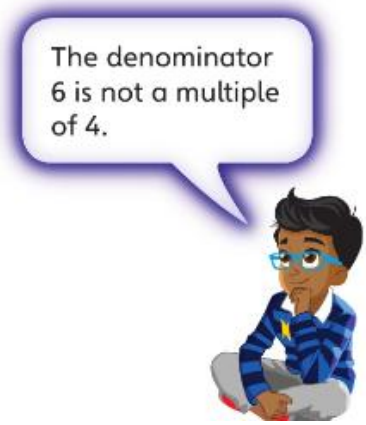
Multiples of 4
4
8
(12)
16

Multiples of 6
6
(12)
18
24



A common denominator is 12.

$\frac{1}{4} = \frac{3}{12}$ (×3) $\quad \frac{1}{6} = \frac{2}{12}$ (×2)



Therefore,

$\frac{1}{4} + \frac{1}{6} = \frac{3}{12} + \frac{2}{12}$ so, $\frac{1}{4} + \frac{1}{6} = \frac{5}{12}$

YOU WILL NEED TO DO YOUR WORKING OUT ON A SEPARATE PIECE OF PAPER.
Please also stick this working into your homework book.

$\frac{3}{4} + \frac{5}{8} =$

$\frac{2}{3} + \frac{1}{2} =$

$\frac{7}{8} + \frac{4}{5} =$

$\frac{9}{10} + \frac{1}{4} =$

$\frac{5}{8} + \frac{1}{3} =$

$\frac{2}{3} - \frac{1}{8} =$

$\frac{3}{4} - \frac{1}{5} =$

$\frac{5}{6} - \frac{1}{2} =$

$\frac{4}{9} - \frac{3}{8} =$

$\frac{4}{5} - \frac{1}{2} =$

Task 5: Literacy (Comprehension)

Please hand this completed task in on Friday 11th December

9 x 8 =	☐ x 6 = 48	6 x 2 =	9 ÷ 9 =	4 x 4 =
☐ x 9 = 36	54 ÷ 6 =	108 ÷ ☐ = 12	49 ÷ ☐ = 7	7 ÷ 1 =
8 x 6 =	77 ÷ 7 =	24 ÷ 12 =	64 ÷ ☐ = 8	70 ÷ 10 =
7 x ☐ = 56	32 ÷ 8 =	11 x 11 =	36 ÷ ☐ = 12	700 ÷ 10 =

(At this point in the famous story, a tornado has just hit Dorothy's house.)

The Wizard of Oz

by L. Frank Baum



Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

Then a strange thing happened.

The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon. The north and south winds met where the house stood, and made it the exact centre of the cyclone. In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

It was very dark, and the wind howled horribly around her, but Dorothy found she was riding quite easily.

After the first few whirls around, and one other time when the house tipped badly, she felt as if she were being rocked gently, like a baby in a cradle.

Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.

Once Toto got too near the open trap door, and fell in; and at first the little girl thought she had lost him. But soon she saw one of his ears sticking up through the hole, for the strong pressure of the air was keeping him up so that he could not fall. She crept to the hole, caught Toto by the ear, and dragged him into the room again, afterward closing the trap door so that no more accidents could happen.

Hour after hour passed away, and slowly Dorothy got over her fright; but she felt quite lonely, and the wind shrieked so loudly all about her that she nearly became deaf. At first she had wondered if she would be dashed to pieces when the house fell again; but as the hours passed and nothing terrible happened, she stopped worrying and resolved to wait calmly and see what the future would bring. At last she crawled over the swaying floor to her bed, and lay down upon it; and Toto followed and lay down beside her.

In spite of the swaying of the house and the wailing of the wind, Dorothy soon closed her eyes and fell fast asleep.

Retrieval

1) Where did Aunt Em go?

2) How did Dorothy first know that Toto had not fallen out of the house?

3) Why did Dorothy close the trap door?

Vocabulary

4) Look at the first paragraph. Find and copy **one** word which means the same as **cry** or **scream.**

5) *In the middle of a cyclone the air is generally still...*

Which word is closest to the meaning of **generally** in this sentence?

rarely | sometimes | mostly | really

6) Find and copy **one** word which shows that Dorothy had difficulty moving Toto away from the trapdoor.

7) *...wondered if she would be dashed to pieces...*

Which word is closest to the meaning of **dashed** in this sentence?

smashed | spoilt | raced | splashed

Sequencing

8) Place these events in the order they occurred.

- Dorothy worried that the house might be smashed.
- Dorothy grabbed Toto from the trapdoor.
- The house lifted off the ground.
- Dorothy pulled Toto out from under the bed.
- Dorothy felt lonely.

Inference

9) Why did Dorothy stop worrying?

10) What impression do you get of Dorothy from this extract? Give two impressions. Use the text to support your answer.

Model Answers for Task 1

Exercise 1: Identifying Verbs and Types

1. The flowers **bloom** beautifully in spring. (A)
2. She **feels** happy when she listens to music. (L)
3. The dog **seems** very friendly. (L)
4. The chef **cooks** delicious meals every day. (A)
5. He **appears** nervous before the big game. (L)

Exercise 2: Adding Appropriate Verbs

1. The students **sit** quietly in the library. (A)
2. The sky **looks** cloudy before the storm. (L)
3. The chef **chops** the ingredients carefully. (A)
4. The baby **lies** asleep in the crib. (L)
5. The teacher **is** very kind to her students. (L)

Verbs "To Be" and "To Have"

Explanation:

The verbs **to be** (am, is, are, was, were) and **to have** (have, has, had) express states or possession. They are often used in sentences to connect subjects with information or to show ownership.

Exercise 3: Using "To Be" and "To Have" Correctly

1. She **is** a kind person.
2. They **have** several books on their shelf.
3. I **am** happy with my new school.
4. We **had** a great time at the park yesterday.
5. He **has** been my best friend since childhood.

Adverbs

How (adverb of manner)	Where (adverb of place)	When (adverb of time)
bravely, gently, roughly, silently	inside, nearby, overseas, upstairs	yesterday, tomorrow, now, later

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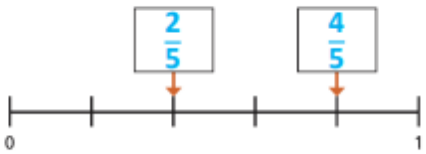
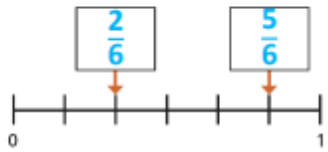
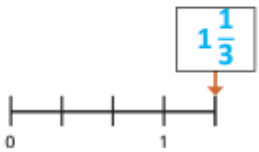
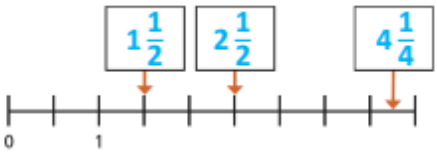
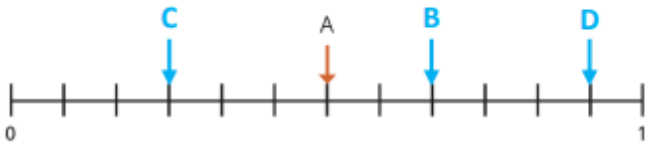
Sentences Using Adverbs

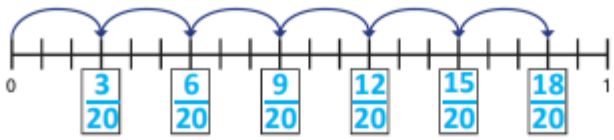
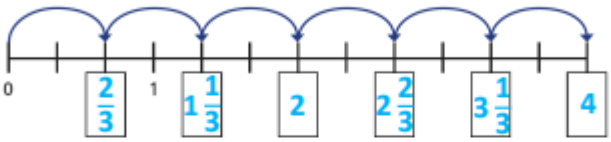
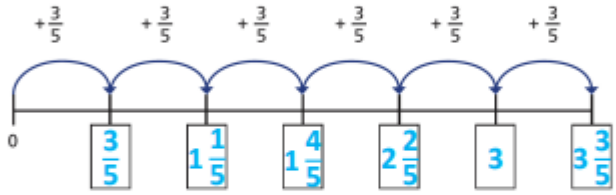
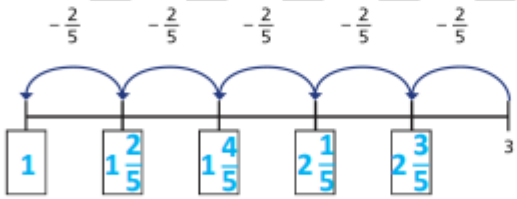
1. The dog barked **loudly** at the stranger.
2. She will visit her grandmother **tomorrow**.
3. He waited **patiently** for his turn.
4. The children played **happily** outside.

Adverbials

1. The children played **happily in the garden**.
2. The cat **quietly snuck behind the sofa**.
3. We will visit Grandma **tomorrow morning**.
4. **Bravely**, the knight set forth on his quest.

Model Answers for Task 2

Question	Answer
1	a)  b)  c)  d) 
2	
3	 The number line is divided into 8 parts. So convert each fraction to an equivalent fraction with denominator 8

Question	Answer
4	a)  b)  c)  d) 
5	$A = \frac{1}{5}$ $B = \frac{3}{5}$ $C = \frac{2}{5}$ $D = \frac{3}{4}$ $E = \frac{1}{20}$
6	$A = -1\frac{1}{3}$ $B = 1\frac{2}{3}$

Model Answers for Task 3

Exercise 1: Identify the Subordinating Conjunction

1. after
2. because
3. if
4. although
5. when

Exercise 2: Finish the Sentence
Answers will vary.

Exercise 3: Identify the Clauses

1. Main clause: "we went to the beach," Subordinate clause: "Although it was cold"
2. Main clause: "She went to the library," Subordinate clause: "because she needed a quiet place to study"
3. Main clause: "I can go outside," Subordinate clause: "after I finish my chores"
4. Main clause: "students leave the classroom," Subordinate clause: "When the bell rings"
5. Main clause: "we will watch a movie inside," Subordinate clause: "If it rains"

Model Answers for Task 4

$1\frac{3}{8}$	$\frac{1}{4}$
$1\frac{1}{6}$	$\frac{1}{12}$
$1\frac{27}{40}$	$\frac{7}{18}$
$1\frac{3}{20}$	$1\frac{5}{6}$
$\frac{23}{24}$	$2\frac{13}{40}$

Answers for Task 5

Retrieval

1) Where did Aunt Em go?

Through the trap door in the floor

2) How did Dorothy first know that Toto had not fallen out of the house?

She saw one of his ears sticking up

3) Why did Dorothy close the trap door?

So that she and Toto wouldn't fall through it

Vocabulary

4) Look at the first paragraph. Find and copy **one** word which means the same as **cry** or **scream**.

shriek

5) *In the middle of a cyclone the air is generally still…*

Which word is closest to the meaning of **generally** in this sentence?

rarely | sometimes | **mostly** | really

6) Find and copy **one** word which shows that Dorothy had difficulty moving Toto away from the trapdoor.

dragged

7) *…wondered if she would be dashed to pieces…*

Which word is closest to the meaning of **dashed** in this sentence?

smashed | spoilt | raced | splashed

Sequencing

8) Place these events in the order they occurred.

- Dorothy worried that the house might be smashed.
- Dorothy grabbed Toto from the trapdoor.
- The house lifted off the ground.
- Dorothy pulled Toto out from under the bed.
- Dorothy felt lonely.

Dorothy pulled Toto out from under the bed.
The house lifted off the ground.
Dorothy grabbed Toto from the trapdoor.
Dorothy felt lonely.
Dorothy worried that the house might be smashed.

Inference

9) Why did Dorothy stop worrying?

Because many hours had passed with nothing terrible happening

10) What impression do you get of Dorothy from this extract? Give two impressions. Use the text to support your answer.

She is determined/loyal - she doesn't leave Toto under the bed
She is sensible - she shuts the trapdoor/she stops worrying when nothing bad happens
She is brave - she doesn't panic when the house is going through the air, but sits still and waits to see what happens

Year 6 - Autumn 2 2025 Medium Term Plan

Subject	Overview of Learning	How can you help at home?
Maths	Power Maths: fractions Ordering, comparing, adding, subtracting, multiplying and dividing fractions. Finding fractions of amounts.	Mental maths questions using addition, subtraction, multiplication and division. Practise times tables. Compare prices of items in a supermarket; which is the best buy when there is a multi-deal? Look for examples of fractions in real life.
Literacy	Writing to inform: non-chronological reports inspired by the book Planetarium.	**Read as much as possible** – this is key to so many areas of the curriculum. Encourage your child to read independently on a daily basis. Sharing a book with them will also allow them to discuss the content at a greater depth. Talk about the story, what they liked and disliked. Talk about what you predict might happen next or how the story will end. Compare what they are reading to other books, films or experiences in your own life. Remember to read non-fiction books too to develop an understanding of the world.
Science	Electricity	Research electricity. Who was the first person to invent the lightbulbs? Visit the Science Museum to see how electricity works.
RE	To explore what it means to belong to a Christian or Buddhist community	Research Buddhism and Christianity and compare them.
PSHE	**Celebrating Difference:** Explain ways in which difference can be a source of conflict or a cause for celebration.	Talk about how to resolve arguments and understand another person's point of view. Show how to disagree with someone respectfully.
PE	Outdoor: Football Indoor: Gymnastics	Encourage your child to engage in physical activity as much as possible and to try new sports.
Computing	Coding	Find out about coding here: https://www.bbc.co.uk/bitesize/subjects/zvnrq6f Ensure your child is safe when online and using age-appropriate sites. Talk to them about not giving out personal information and how to interact safely on social media.
Geography	The Arctic and climate change	Find out about climate change and how this is affecting the Arctic.
French	Le Week-end	Practise speaking French phrases at home about school.

- Art and DT will be taught in blocks at the end of the term.
- Music will focus on practice for "Young Voices"