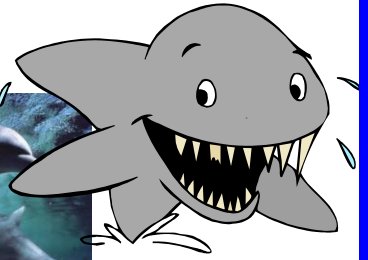




# Rye Community Primary School

"A Gateway to learning"



Dear Parents/Carers,

We are very excited about the learning which will take place this term and the lead up to our 'Learning Celebration' at the end of this half term. Further details will follow on a special event that we would like to invite you to on Tuesday 17<sup>th</sup> December 2019 at 9:15am. Please put this date in your diaries.

## Term 2 Learning in Year 6

Our planning this term will focus on the topic of: Revolution. Particularly, we shall focus on the Industrial Revolution in England using the text "Street Child" by Berlie Doherty as our core text. We will also be learning about famous Victorians, for example, Dr. Barnardo and Charles Dickens. During this term, we will be preparing for our 'Learning Celebration' by learning about play scripts and preparing a performance of 'A Christmas Carol.'

### Reading

The children will be reading a range of genres from narratives to biographies to help immerse them in the genres we are writing. Through these genres, the children will answer a range of comprehension, inference and reasoning questions which will help prepare them to answer increasingly difficult questions, in preparation for the SATs in May.

This term, Buster's Book Challenge is continuing, with the rewards ranging from certificates and badges to tickets to a range of exciting days out for the children to visit free or at a discounted rate. We hope that this term one of our classes will once again win the amazing prize of the Buster's Book Trophy and win the amazing prizes on offer as we have done before!

### English

Your children may have already spoken to you about a new way of learning writing techniques that has generated brilliant results last term. We are excited for the children to continue to produce amazing writing this term, mainly writing short stories based on Street Child and the Victorian era.

Our English learning will be based on writing several short stories that capture the children's imagination, followed by a non-chronological report on the Barnardo's charity that the text Street Child is linked with.

#### How you can help your child

- Make sure your child reads daily and discuss the stories in terms of reasons for characters' actions, and reasons for the author's choices of vocabulary. Don't forget to record reading sessions in their booklets. Please remember to remind your child to record the number of minutes they read on Wednesday night.
- Discuss meanings of any new vocabulary your child comes across.
- Support with any English / Grammar homework.
- Test children on their weekly spellings.
-



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## Mathematics

In Mathematics, our children have already worked incredibly hard over the past term to solve problems using the four operations (+, -, x and  $\div$ ); For the upcoming term, we shall be teaching the children how to solve increasingly difficult problems involving all four operations, followed by a variety of number based problems that will reinforce and deepen their knowledge of fractions. As there are many ways to solve problems involving number, we ask that you please ask your child to show you how they have been taught to do it at school. This will help prevent confusion and will encourage them to understand that the maths they are practising has purpose.

### How you can help your child

- Look for opportunities to talk about maths in the everyday environment.
- Support your child and give them time to use mental calculations skills in real life contexts.
- Please ask your child about what they have been learning and encourage them to explain the methods they use in calculations.
- Help your child to learn the times tables that they are working on to prepare for our weekly 'Times Tables Rockstars' challenge.

Swimming will continue on a Tuesday morning. Your child will need to pack an old, preferably white, t-shirt in their swimming kit, weekly.

## Homework

Homework will be given out on a Friday and is expected to be in on the following Wednesday. It is also expected that your child will read daily for at least 20 minutes and a range of genres. Please encourage your child to do this in order to build their reading stamina and develop their understanding of different vocabulary.

If you have any queries please do not hesitate to contact us.

Thank you for your continuing support.

Miss Bright and Mr Neville

## Revolution



Let's hop on a steam train and travel back in time to the Victorian era!

During this half term, we'll use non-fiction books to research Victorian education and people, including famous inventors, reformers and Queen Victoria herself. Then, we'll write non-chronological reports and biographies using a range of source materials. We'll write on slates, learn the three 'Rs' and take part in cooking, sewing and woodwork lessons, just like a child in a Victorian school. We'll make popular Victorian dishes and play with Victorian toys. 'Drill' activities will have us following instructions to march, stretch and jump in formation. We'll learn about crime and punishment and find out what life was like in a Victorian slum. How things have changed! We'll discover what happened during the Industrial Revolution and learn about significant inventions. Copying the style of famous Victorian paintings, we'll experiment with block printing techniques.

At the end of the ILP, we'll stage an exhibition to showcase the work we have done during the project.

ILP focus	History
English	Non-chronological reports, stories, biographies, limericks, diaries
History	The Victorians
Art & design	Art of the Victorian period, printing
Computing	Digital photography
D&T	Victorian home craft, model buildings
Geography	Cities and transport in Victorian times, using maps
Music	Victorian parlour songs
PE	Exercise
PSHE	Reflecting on achievements
Science	Electricity

### Help your child prepare for their project

The Victorian era influenced the way we live now in many ways. Why not visit a local museum to learn about what Victorians' lives were like in your area? You could also visit the library to find out about local Victorian history. Alternatively, make a collage timeline of key events in the Victorian period.

## What will you choose to do?

- Find out about health and medicine in Victorian times, including ghastly and deadly diseases like typhoid, smallpox, influenza and cholera. It was pretty grim!
- Research significant Victorian battles such as the famous Battle of Oltenita in 1853, the Battle of Isandlwana in 1879, or Rorke's Drift in 1879. Produce maps or plans to explain battle strategies.
- Find out about significant women of the Victorian era, such as Mary Seacole, Florence Nightingale, Elizabeth Garrett Anderson (the first English woman to qualify as a doctor), Charlotte Brontë, George Eliot (whose real name was Mary Ann Evans) and Mrs Beeton.
- Read some abridged Charles Dickens, such as *Oliver Twist and Other Great Dickens Stories* by Marcia Williams, or watch film versions of his stories and create your own 'Junior Guide to the Greatest Novelist of the Victorian Period'. Include with reviews of films and books to appeal to other children and give them a thumbs-up or star rating.
- Make some simple Victorian recipes, such as Apple Charlotte, Banbury cakes and custard patties. Create a recipe book using photos of your creations.
- Find out about Victorian railways using Bradshaw's Guide ([bradshawsguide.org](http://bradshawsguide.org)). Read the town descriptions in the original guides and find out how much these places have changed using modern information sources.
- Write a newspaper article about the London matchgirls' strike of 1888. Find out about the gruesome side effects of phosphorous on the health of the girls in the factory. Create campaign posters to help advertise the strike.
- Find out about life as a child worker in factories and coal mines or as chimney sweeps and scullery maids. Write a 'Day in the Life of a...' diary entry and add illustrations.
- Research the Victorian Empire and create annotated maps showing the extent of British rule. How does this link to today's Commonwealth? Perhaps choose a single area to focus on, such as Britain in India.







**affluent**

Having a lot of money.

.....

**boarding school**

A school where students live for part of the year whilst studying.

.....

**butler**

A male servant in a wealthy household. Usually in charge of the dining room, wine cellar and pantry.

.....

**Charles Dickens**

An English writer, famous for writing books and plays such as *A Christmas Carol* and *Oliver Twist*.

.....

**coal**

A black, sedimentary rock which is used as a fuel.

.....

**crime**

An action which is punishable by law.

.....

**descendant**

A person that is descended from a particular ancestor.

.....

**domestic**

Relates to a household or family.

.....

**Emmeline Pankhurst**

A British political activist and leader of the suffragette movement.

.....

**factory**

A place where goods are manufactured.

.....

**Florence Nightingale**

An English social reformer who is most well known as the founder of modern nursing.

.....

**footman**

A male servant whose duties may have included polishing silver, serving meals or opening and closing doors.



.....  
**Industrial Revolution**

The rapid development of industry that took place during the late 1700s and early 1800s, brought about by the introduction of machinery.

.....  
**invention**

A new creation.

.....  
**limerick**

Five-line poetry with a strict rhyme scheme of AABBA.

.....  
**maid**

A female servant whose duties may have included cleaning, cooking, washing, lighting fires and serving refreshments.

.....  
**mill**

A building equipped with machinery to grind or crush solid substances, such as grain into flour.

.....  
**mine**

A large hole made in the earth to extract minerals such as coal.

.....  
**pick pocket**

A thief who steals from people's pockets.

.....  
**posser**

A tool used to mix laundry while handwashing.

.....  
**poverty**

The state of being extremely poor.

.....  
**prime minister**

The head of the government.

.....  
**Prince Albert**

The husband of Queen Victoria.

.....  
**punishment**

Inflicting a consequence as a result of someone's wrongdoing.



.....  
**Queen**

A female ruler.

.....  
**Sir Robert Peel**

A social reformer who championed prison reforms and supported the Poor Laws.

.....  
**slum**

An overcrowded area where poor people live.

.....  
**social reformer**

Someone who tries to reform a certain area of society.

.....  
**steam power**

Power that is generated by steam.

.....  
**suffragette**

A woman who campaigned for the right for women to vote.

.....  
**The Great Exhibition**

The first international exhibition of manufactured products, held in 1851.

.....  
**Victorian**

Relating to the era in which Queen Victoria reigned.

.....  
**washboard**

A tool used to remove dirt during handwashing.

.....  
**William Morris**

An influential Victorian artist, craftsman, designer and retailer.

.....  
**workhouse**

Where poor people used to work and live, typically in bad conditions.

