



This half term the children will build on previous knowledge about Chelmsford, rivers and coastlines. They will compare and contrast coastal towns in Essex. We will discuss Chelmsford's geographical location as a gateway to the county and Europe. The children will discuss and compare land use and industry in the local area. We will use Ordnance Survey maps and identify the symbols used and produce their own map of Chelmsford.

The children will build on our learning values of resilience and teamwork when considering what a visitor or new resident would need to know about Chelmsford. They will gain understanding of the issues faced by refugees when deciding whether to seek asylum which all links to our reading text.

The children are expected to complete the following tasks and bring them into school. It is parents' responsibility to ensure children complete the tasks. Teachers will keep records of which tasks are completed and celebrate the children's work.

<p>Discovery Create a model of Chelmsford or of a building in Chelmsford; use any media you like. Label the parts or important buildings.</p>	<p>Reading Please listen to your child read <i>at least</i> four times a week and sign their home reading record book.</p>																				
<p>Y6 Spellings <i>The children will be tested on these spellings during the week beginning 2 December</i></p> <table border="0"> <tr><td>achieve</td><td>determined</td></tr> <tr><td>amateur</td><td>develop</td></tr> <tr><td>ancient</td><td>environment</td></tr> <tr><td>available</td><td>forty</td></tr> <tr><td>bruise</td><td>foreign</td></tr> <tr><td>conscience</td><td>frequently</td></tr> <tr><td>conscious</td><td>government</td></tr> <tr><td>controversy</td><td>immediate</td></tr> <tr><td>convenience</td><td>immediately</td></tr> <tr><td>language</td><td>necessary</td></tr> </table> <p><i>Try learning two or three spellings a week.</i></p>	achieve	determined	amateur	develop	ancient	environment	available	forty	bruise	foreign	conscience	frequently	conscious	government	controversy	immediate	convenience	immediately	language	necessary	<p>Maths 1 Write a diary of your day including what fraction of the day you spend doing different activities. eg $\frac{4}{10}$ sleeping</p> <hr/> <p>Maths 2 Make a model of an object or item eg. a pizza and divide it into fractions. Which fractions can you divide it into? Label each part.</p> 
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<p>Writing What changes would you like to make to Chelmsford? Describe how and why you would improve the city.</p>	<p>Writing Write a letter to the council to persuade them to improve facilities for young people in the city. Which persuasive words and phrases will you use?</p>	<p>Design Design a new coat of arms to represent Chelmsford - explain what the symbols you have chosen mean.</p>																			

These tasks are optional but will greatly enhance the children's learning opportunities and understanding if completed:

<p>Discovery Go on a wildlife walk - what types of plants/animals can you spot. Can you identify them?</p>	<p>Discovery/Maths Observe birds in your garden for 15 minutes a day - use graphs/charts to record what you have seen</p>	<p>Writing Which city in the world would you like to live in/visit and why?</p>
<p>Discovery Research the local coastal defences - how do they work? Draw or make a model of them.</p>	<p>Discovery Research one of the cities that Chelmsford is twinned with. Where is it? What is it like there?</p>	<p>Maths Compare the population, annual rainfall and average summer temperature of Chelmsford with 1 other UK city AND 1 other world city.</p>

Websites to help your research:
<https://kids.kiddle.co/Chelmsford>
<http://www.geography-site.co.uk/pages/physical/coastal/defences.html>
<https://en.wikipedia.org/wiki/Backnang>
<https://www.thingstodopost.com/top-8-things-to-do-in-backnang-germany-117381#bluhendes-barock>

During this half term in maths, the children will be learning:

Children will understand what a fraction is and correctly identify the parts. They will also be able to simplify a larger fraction by finding the lowest common denominator. Finally we will learn to solve fraction problems using the four operations (addition, subtraction, multiplication and division) before applying this to reasoning problems.

The children will then develop their understanding of position and direction by plotting co-ordinates on all four quadrants of a graph. In addition, they will move or translate/reflect shapes across the quadrants of a graph.

Mathematical Vocabulary	Meaning
Fractions	
Simplify	Showing the fraction in it's simplest form eg. $5/10 = 1/2$
Numerator	The upper digit in a fraction
Denominator	The lower digit in a fraction
Four operations	Adding, subtracting, multiplying and dividing fractions.
Position and Direction	
Axis	The vertical and horizontal lines which join to form a graph
Quadrant	The area of a graph between 2 axis
Co-ordinates	Positions plotted on a graph
Translate	Moving a shape from one position to another using co-ordinates
Reflection	A shape is mirrored (reflected) across a line (axis) on a graph

Glossary of terminology to support your children with reading and writing:

Inference	"Reading between the lines" - looking for deeper meaning within a text using subtle clues.
Ambiguity	A word or phrase which has one or more interpretation.
Antonym	A word which has the opposite meaning.
Clause	A group of words that express an event. A clause contains a verb.
Colon	Punctuation used to introduce a list or following an example. It may also be used before a second clause that expands or illustrates the first.
Comma	Punctuation to separate parts of a sentence. <ul style="list-style-type: none">• Used to separate items in a list• To mark off extra information (or 'drop ins')• After a subordinate clause• After many connecting adverbs
Complex sentence	Consists of a main clause which itself includes one or more subordinate clauses.
Compound sentence	Has two or more clauses joined by <i>and</i> , <i>or</i> , <i>but</i> , The clauses are of equal weighting.