

English Reading:

Books this term:

Who Let The Gods Out?

By Maz Evans

A variety of Myths and Legends

e.g. King Midas/Pandora's Box/Theseus

and the Minotaur/

King Arthur/Bedd Gelert

Fantasy Creatures (Link Harry Potter)



As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. This term we will be specifically working on:

- Regularly reading a range of non-fiction and poetry from a wide range of authors. We will be using the recommended book lists on the school website for year 5 and 6 to inspire children to try a different genre or unfamiliar author.
- We will be continuing to read a range of fiction texts, reference books and text books linked to our history learning to develop knowledge about the past.
- Building vocabulary will be a key focus using active reading strategies to decipher meaning from the text.
- We will be focusing on using PPE (point, point evidence) to answer comprehension questions with a particular focus on explanation and supporting our responses with evidence from the text.

English Writing:

Over the term we will be looking at a variety of different text types as models for our own writing particularly stories myths, legends and fable. We will be writing for a range of different purposes including to entertain, to inform and to discuss with a variety of different audiences in mind. We will be working on developing the following within our writing:

- Develop our writing of fiction texts such as myths, legend and fables.
- Plan our writing with the audience in mind to effectively use the structural and language features of different text types.
- Use other similar writing as models for our own.
- Focus on how authors use language for effect and other techniques to draw the reader in.
- Proofread work using CUPS to ensure accuracy and excellent attention to detail.
- Write effectively for a range of different purposes and audiences, selecting appropriate form on drawing upon what we have read.



St. Peter's

Church of England Primary School



Yorkshire Causeway

SCHOOLS TRUST

Our vision is simple. We want everyone to SHINE.

'Do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16



Year 5 and 6 Curriculum Learning Overview – Summer 2022

Going for Gold

How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read (see Partnership Book for question ideas)
- Support your child to read up on our topics e.g. history, science this will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework
- Encourage and support your child to use their Partnership Book regularly – this will help them to manage their diary at secondary school

History: Ancient Greece

During the spring term we will be studying Ancient Greek life, achievements and their influence on the western world. We will identify Ancient Greek Civilisation on a timeline, the rivalry between Athens and Sparta, ancient artefacts which have been discovered and the stories they tell. In addition we will study the origins of the Olympic Games.

Maths:

During the summer term we will be mastering the following in maths. The year 6 children will also sit their KS2 SATS tests week commencing 9th May so revision preparation will also be taking place in the two weeks leading up to them.

Order of Operations and Algebra:

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns

Statistics:

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

Geometry – Draw compose and decompose shapes:

- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Calculating Using Knowledge of Addition and Multiplication Structures:

- Pupils use and explain the equals sign to indicate equivalence, including in missing number problems

Area, Perimeter, Position and Direction:

- Describe positions on full coordinate grid (all four quadrants)
- Draw and translate simple shapes on a coordinate plane, and reflect them in the axes

We will also be focusing on consolidating times tables knowledge and number facts recall. These are very important areas of maths to feel confident and be secure in.

Religious Education:

Throughout the Spring Term we will be exploring two big questions:

Big Question 1: What would Jesus do?

-We will identify features of Gospel texts i.e. teachings, parables, narrative and take account of the context. In addition we will compare such ideas with ways in which Christians interpret biblical text, showing awareness of different interpretations.

-We will make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in their community and individual lives.

-We will relate Gospel ideas, teachings and beliefs to the issues, problems and opportunities of their own lives i.e. about trust, forgiveness or justice.

Big Question 2: Creation and Science: Conflicting or complementary?

-We will outline the importance of Creation on the timeline of the 'big story' of the Bible and identify what type of text some Christians say Genesis 1 is and its purpose. We will take account of the context and interpretation of Genesis 1 and make comparisons of different interpretations.

-We will make clear connections between Genesis 1 and Christian belief about God as the Creator.

-We will show understanding of why many Christians find Science and faith go together.

Music:

Unit 1: Dancing in the Street (Motown)

All the learning in this unit is focused around one song: Dancing in the Street by Martha and the Vandellas. We will be using an integrated approach to music where games, the dimensions of music, singing and playing instruments are all linked.

Unit 2: Reflect, Rewind and Replay (Western Classical music)

This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

PSHE (Personal, Social, Health, Economic): How we will grow and change? How do friendships change as we grow? What will change as we become more independent?

Health and Wellbeing - Puberty

- How puberty relates to growing from childhood to adulthood; how bodies change physically during puberty; about the reproductive organs and process; how emotions and feelings are affected; important changes to personal hygiene routines during puberty (Year 5 and 6); how babies are conceived and born (Year 6 only)

Relationships

- People have different kinds of relationships in their lives, including romantic or intimate relationships and can choose to be part of a committed relationship or not, including marriage or civil partnership; people's love for each other can be of any gender, ethnicity or faith;
- How growing up and becoming more independent comes with increased opportunities and responsibilities; how friendships may change as they grow and how to manage this; how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Physical Education: Tennis, Athletics and striking and fielding games

During the Summer Term we will play competitive games, modified where appropriate i.e. tennis. We will apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance through athletics. In addition, we will compare our own performances with previous ones and demonstrate improvement to achieve our personal best.

Science: Electricity and Magnetism

Throughout the Summer Term we will be constructing a variety of circuit series, trying different components i.e. bulbs and buzzers and observing the effects. We will use our investigation skills to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. In addition, we will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. We will use recognised symbols when representing a simple circuit in a diagram.

We will study magnetic poles, attraction and repulsion and magnetic fields by plotting with compasses, and representing field lines.

Computer Science: Digital Media and Multiple Services

Throughout the Summer Term we will develop our understanding of computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. In addition, we will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. We will select, use and combine a variety of software (including internet services). We will encourage the children to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Art: Sculpture – Drawing body and face perspective

We will be observing sculpture through our Ancient Greek topic. We will focus on improving our mastery of art and design techniques, including drawing and sculpture with a range of materials [for example, pencil, charcoal]. We will draw self portraits, focusing on perspective.

French: Clothes and At School

In this unit children will learn:

Clothes (Les Vêtements)

- Introduction to 21 different items of clothes
- Introduction to using the verb to wear

In the Classroom (En Classe)

- Introduction to classroom objects and the article
- Using the language 'j'ai' (I have) and 'je n'ai pas de' (I do not have)
- Classroom commands

There will be lots of speaking and listening activities and games to support children's early conversational French.