

English Reading:

Books this term:

Wonder by RJ Palacio
Skellig by David Almond



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 from other cultures and classical poetry. 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 non-fiction texts such as biographies and non-chronological reports
- 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 that we are studying use formal and informal tone to develop detail within their writing.
- Proofread work using CUPS to ensure accuracy and excellent attention to detail.
- Use accurate technical vocabulary within non-fiction writing.
- Write effectively for a range of different purposes and audiences, selecting appropriate form on drawing upon what we have read.



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 – Spring 2024

Ravens and Eagles

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 Egypt

In the first few weeks of term we will be studying the ancient Egyptian civilisation and linking our learning about rivers from the autumn term with a study about the River Nile. We will be learning and developing our knowledge in the following areas:

- Chronological awareness and accurately labelling timelines
- The River Nile and its uses and importance to the ancient Egyptians
- Why and how pyramids were built
- Understanding how the ancient Egyptians communicated through hieroglyphs and their number system
- Understanding the beliefs, customs and life in this time

Maths:

During the spring term we will be mastering the following in maths:

Multiplication and Division:

- Multiply multi-digit numbers up to 4 digits by a two-digit whole numbers using a formal written method
- Divide numbers up to 4 digits by one-digit and two-digit whole numbers using formal written methods. Interpret remainders as whole numbers, fractions or by rounding
- Perform mental calculations including with mixed operations
- Identify common factors, common multiples and prime numbers
- Use knowledge of the order of operations to carry out calculations involving the four operations
- Solve problems involving the four operations
- Use estimation to check answers to calculations

Fractions (including decimals and percentages):

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions
- Add and subtract fractions with different denominators including mixed numbers
- Multiply pairs of proper fractions e.g. $\frac{1}{4} \times \frac{1}{2}$
- Divide proper fractions by whole numbers $\frac{1}{4} \div 2$
- Associate a fraction with division and calculate decimal fraction equivalents
- Identify the value of each digit in numbers given with up to three decimal places and divide numbers by 10, 100 and 1,000
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Recall and use equivalences between simple fractions, decimals and percentages

Area, perimeter, position and direction:

- Calculate the area of a parallelogram
- Calculate the area of a triangle
- Explain why shapes can have the same perimeters but different areas and vice versa
- Describe the relationship between scale factors and side lengths of two shapes and perimeter
- Describe positions on full coordinate grid and translate simple shapes

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:

Big Question: What do religions say when life gets hard?

We will be exploring the following concepts and knowledge:

- Know the key challenges that can make life hard
- Know that many 'big questions' so not have easy answers and people may answer these differently
- Explore and know the different ways in which religions help people to live even when times are tough
- Know that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering or if they are bereaved
- Explore some key concepts about life after death
- Know some examples of the 'art of heaven' in which religious believers imagine the afterlife. How do ideas of life after death help people in difficult times?
- Know similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs
- Know and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died and think about the questions and beliefs they address.

Music:

Unit: Ancient Egypt

To fit in with this term's history study of Ancient Egypt our musical learning will also support this. This term we will be focusing on composition and musical notation. We will be learning to:

- Sing in time and tune with others and backing track
- Remember the lyrics to a song
- Identify the structure of a piece of music and match this to non-standard notation
- Play a melody with reasonable accuracy
- Compose and play a melody using stave notation
- Use hieroglyphic notation to show the structure

PSHE (Personal, Social, Health and Economic Development): How can drugs common to everyday life affect health and what jobs would be like?

In this unit of work, we will be exploring the following key themes and concepts:

- Managing risks – medicines
- Managing the risks of legal and illegal drugs
- Understanding and exploring the risks associated with influence and pressure linked to drugs
- Managing the risks of drugs and alcohol portrayed in the media

Physical Education: Gymnastics, Football and Hockey

This term our PE days are Tuesdays and Thursdays in Ravens and Tuesdays and Fridays in Eagles. Please make sure you come to school on these days in your PE kit.

In these sessions, we will be using our REAL PE scheme to work on a range of dynamic balances in gymnastics. We will also be learning from the teachers at Sporting Influence to teach us some football and hockey skills. Mr Crooks will teach both classes on a Tuesday afternoon.

Science: Light and Sight

By the end of this unit of work, children will know and understand the following:

- Compare and group together everyday materials based on evidence from comparative and fair tests
- Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible

Computing: Creating Media The History of Computers

By the end of this unit, we will be able to:

- Explain how to record sounds and add in sound effects over the top.
- Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.
- Create a document that includes correct date information and facts about the computers and how they made a difference.
- Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.
- Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.

Art: Sculpture – Clay (Pottery):

In this unit we will be developing our ideas and mastering techniques in pottery. We will be using clay to create our own canopic jars.



French: My Home

In this unit children will learn how to:

- Say and write in French whether we live in a house or an apartment
- Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...
- Use the conjunction 'et' (and) to link two sentences together.