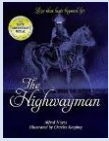
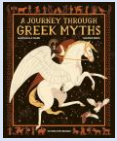


English Reading:

Books this term:

Who Let the Gods Out by Maz Evans

A Journey Through Greek Myths by Marcella Ward



The Highwayman by Alfred Noyes

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.

English Writing:

Over the term we will be looking at a variety of different text types as models for our own writing particularly traditional Greek Myths and 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.



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 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 Greece

Following on from our learning about Ancient Egypt, we will be studying Ancient Greece. We will be investigating the historical enquiry question: How have the Ancient Greeks influenced our lives today?

- Influences of Greek architecture across the world
- The origin on the Olympic Games
- Ancient Greek mythology – including Gods and Goddesses
- The cities of Athens and Sparta
- Ancient Greek philosophers for example, Socrates and Aristotle.

Maths:

During the summer term, we will be mastering the following in maths:

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

Ratio and Proportion:

- Solve problems involving the relative sizes of two quantities
- Solve problems involving the calculation of percentages
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Order of Operations:

- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Use order of operations to carry out calculations involving the four operations.

Mean Average:

- Calculate and interpret the mean as an average.

Draw, compose and decompose shapes:

- Draw 2D shapes using given dimensions and angles
- Recognise, describe and build simple 3D shapes, including making nets.

The children in year 6 will be sitting their SATS test week commencing 13th May. The children will be provided with a SATS breakfast on Monday to Thursday where we can all come together as a group prior to the tests.

Religious Education:

Big Question: What difference does it make to believe in Ahimsa (Hindu), Grace (Christianity), Ummah (Muslim)?

We will be exploring the following concepts and knowledge:

- Know what being harmless means for Hindus
- Find out about how Gandhi practises ahimsa in the liberation of India
- Learn that for Christians what the idea of grace means and what difference it makes to their lives
- Know that for Muslims, the worldwide Muslim community is called the Ummah and being part of the Ummah is expressed in different ways
- Know the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally
- Know and consider the impact of ahimsa, grace and Ummah: if we follow these ideas, how would life change?

Music:

Unit: Composing and performing a Leaver's Song

In the final term, we will be composing and performing a leaver's song for the year 6's. We will be learning the following skills:

- Identify and evaluate the musical feature of a song
- Fit an existing melody over a four-chord backing track
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments
- Record melodies using letter notation
- Perform the leavers' song with confidence.

The songs will be performed in this year's leavers' service at St. Peter's Church.

PSHE (Personal, Social, Health and Economic Development): How can we keep healthy as we grow? How will we grow and change? How do friendships change as we grow?

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

- Health and wellbeing
- Relationships
- Sex Education (parents will receive further information about this towards the end of the summer term).

Physical Education: Cricket, Rounders and Athletics

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

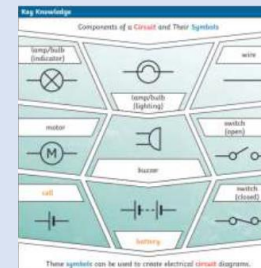
In these sessions, we will try to make use of The Stray as much as possible as the weather gets warmer. We will be developing our core skills of Agility, Balance and Coordination.

Mr Crooks will teach both classes on a Tuesday afternoon.

Science: Forces and Electricity

By the end of these units of work, children will have learnt all about circuits and the different functions of the parts in the circuits.

In our learning about forces, the children will understand about friction, gravity, air and water resistance. We will also learn about Sir Isaac Newton.



Geography: Greece

In this unit we will be learning a number of key geographical skills:

- Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of Greece
- Locate the World's countries, using maps to focus on Europe
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features
- Use the 8 compass points, four and six-figure grid references, symbols and keys
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods
- Name and locate counties and cities in the UK, geographical regions and identify human and physical characteristics.

Art: Drawing – Face and Body Perspective

In this unit we will be studying the work of Frida Kahlo and learning to draw the face and features using a number of sketching techniques.



French: In the Classroom

By the end of this unit, we will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.