

Year 5/6 Guidance to Parents Term 1 and 2

<u>English</u>	<u>Mathematics</u>	<u>Religious Education</u>
English is taught using our whole school writing approach which enables children to read and write independently for a variety of audiences and purposes within different subjects. Skills taught include: • Planning, drafting, evaluating and editing their Writing; • Development of characters and describing; Settings; • Development of non-fiction skills; • Grammar, punctuation, vocabulary and spelling; • Handwriting; • Reading comprehension skills; • Speaking and listening; • Poetry We will be writing a selection of pieces, including narratives, non-chronological reports and persuasive texts this term. Our focus texts will be: All about our class Saint Edison by Torben Kuhlmann Stay Where You Are Then Leave by John Boyne <u>Reading:</u> We will be using VIPERS to reinforce our reading skills, alongside books. We will use a number of smaller texts and extracts daily to ensure children are exposed to a wide variety of different text types.	Year 5/6: The subject will be taught separately every day to support children to bring their knowledge and understanding of mathematics together and apply it in context. The main areas covered in Year 5/6 Mathematics will be: • Place value • Addition, Subtraction, Multiplication and Division • Fractions • Times table tests weekly All children will be working at mastery level or above in order to develop their reasoning and problem solving skills.  Ways to help at home: - Complete maths homework each week set every Friday-this includes arithmetic and reasoning questions. - Practice times tables on TTRS	Religious Education will be taught following our whole school scheme of Lighting the Path. Each topic is referred to as a branch. <u>Branch one: Creation and Covenant</u> In this branch, children will explore the belief that adopting a set of rules or code of behaviour helps people find real happiness. It begins by recalling the notion of covenant as a relationship of love between God and people, and the obligations it brings: loyalty, fidelity, compassion. The branch then introduces different sets of 'rules': the Greatest Commandment, the principles of Catholic Social Teaching, and the cardinal virtues. <u>Prophecy and Promise</u> In this branch, children will explore the great kings anointed and chosen in the Old Testament. God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. David became a great king and united his people who loved him (see Psalm 21:1-7). For Christians, Jesus fulfils the promises made to David. Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer.

<u>Science</u> <u>Light</u> · Recognise that light appears to travel in straight lines · Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye · Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes · Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <u>Electricity</u> · Investigate ways in which the brightness of a bulb or speed of a motor is changed · Recognise and use conventional symbols for circuits. · Plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb. · Review and assess understanding of circuits.	<u>PE</u> <u>Year 5 Swimming</u> For the first two terms Year 5 will be swimming alongside one other PE lesson. <u>Handball</u> Pupils develop their understanding of the attacking and defending principles of invasion games. <u>Hockey</u> Pupils will develop their understanding of the importance of fair play and honesty while self-managing games and learning. <u>Tag Rugby</u> In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. <u>Fitness</u> Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels.	<u>PSHE</u> Preparing to play an active roles as citizens. School rules School values School council votes/ debate Responsibilities/ choices Black history month Ten:Ten Relationships Module 1 unit 1&2 1. Calming the storm 1. gifts and talents 2. girls bodies 3. boys bodies 4. spots and sleep Anti-Bullying Week Odd Socks Day UK Parliament Week Road Safety Week (Brake
<u>History</u> <u>World War One</u> Throughout our history topic of World War One the pupils will investigate and discover the events that led to the start of one of the largest wars in history. They will explore what life was like for the soldiers as well as what life was like at home for the women and children who kept Britain running.	<u>Computing</u> <u>Communication and collaboration</u> In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. <u>Web page Creation</u> Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	<u>Art</u> <u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. Explore how we can create letters in a playful way using cutting and collage. Explore how we can create letters in a playful way using cutting and collage and reflect upon our choices. Use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me.

<u>Geography</u> <u>Natural resources</u> Children will learn: • To identify some of Britain's natural resources and explain how they are used. • To identify some ways in which natural resources are used to produce energy • To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. • To identify parts of the world where wood is produced, and consider some of the problems associated with its production. • To know where and how steel is produced. • To describe where a range of natural resources come from and how they are used.	<u>French</u> We use Language Angels for our French lessons. Our first topic will be Je me présente (Presenting myself). In this unit pupils will have the knowledge and skills to present themselves in written form in French. Our second topic will be Chez moi (my home). This unit focuses on using previously taught grammar, using it with new vocabulary and conjunctions to demonstrate a growing ability to create independent responses.	<u>DT</u> <u>Soldier's Survival Kit</u> Textiles Research, design, plan and evaluate. Select materials appropriate for the purpose of a survival kit. Use needles to sew effectively. <u>Music</u> <u>Discovering Grime</u> 1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made. <u>Unlocking Vocal Potential</u> 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.
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