

'LEARNING FOR LIFE, CARING FOR ALL'

Our curriculum is driven by our school values: CHALLENGE, CURIOSITY, PERSEVERANCE, TEAMWORK, EQUALITY, HEALTH, KINDNESS, CREATIVITY.



SUMMER 2 Years 5 and 6

MATHS

This term, children in Year 5 will be focusing on decimals, properties of shape, position and direction. Children in Year 6 will be completing themed projects and investigations. Children will develop their fluency, reasoning and problem-solving skills within these topics. Alongside, children will have daily opportunities for consolidation and revision of previous topics through the use of flashbacks.

ON THE BOIL

In Year 5, children will continue to convert improper fractions and mixed numbers, including conversions, decimals and fraction equivalents confidently and consolidate previous units. In Year 6, children will be consolidating previous units.

OUR CURRICULUM VOCABULARY

Children will be learning these words and using them in different areas of the curriculum. **Please check if children can spell them correctly and understand their meaning.**

Three-dimensional, cube, cuboid, pyramid, sphere, hemi-sphere, spherical, cone, cylinder, prism, tetrahedron, polyhedron, octahedron, two dimensional, circle, circular, semi-circle, triangle, isosceles triangle, scalene triangle, square, rectangle, rectangular, pentagon, hexagon, hexagonal, octagon, octagonal, polygon, quadrilateral, living things, classified, plants, animals, microorganisms, bacteria, viruses, fungi vertebrates, invertebrates, fish, amphibian, reptile, bird, mammal, Carl Linnaeus.

ENGLISH WRITING

This half term, the pupils will be studying the romantic ballad, 'The Highwayman' by Alfred Noyes. As well as analysing the narrative poem and the language used by the poet, the poem will be used to inspire quality writing. The **purpose** of the writing will be to entertain and the **audience** will be the school community. Pupils will be developing their sentence structure and style of writing. As well as writing an advert and a diary, the pupils will be using the poem to write and perform a playscript.

WHOLE CLASS READING

The reading this term will be based on a variety of fiction and non-fiction extracts. In whole class reading sessions, the children will continue to develop their comprehension skills. They will be reminded about how to: retrieve information, infer characters' feelings and actions, work out the meaning of unknown vocabulary from a context, make predictions, explain and summarise events. We will also be concentrating on the author's use of language and the impact of vocabulary choices.

READING FOR PLEASURE

Children have reading for pleasure time in their classroom daily. Children will be choosing appropriate books from both their classroom bookshelf and the library.

SPELLING

Spelling is taught during a dedicated session each week. During the week the children will work on a variety of activities to help them to learn a particular spelling pattern or rule. They are also encouraged to find out more about the etymology of words. Spellings are set for homework on Spelling Shed. In addition, the Year 5/6 spelling list and revision of the Year 3/4 list, remain an important focus.

Year 5 and 6 Production

This half term, Year 6 will be working on their acting & singing for the end of year production: The Tempest by William Shakespeare. Year 5 will be singing in the production.

In **PE** this term, Year 5 and Year 6 will be developing their concentration, focus, hand-eye coordination and throwing and catching skills in cricket and rounders. They will also have the opportunity to develop their skills in athletics.

As **Scientists**, we will answer the enquiry question: *How are living things grouped together?* Our unit is living things and their habitats. Pupils will be studying the different types of microorganisms and understanding how to use and record data in classifying keys.

As **Geographers**, we will answer the enquiry question: *Why is Oxfordshire a good place to live?* **Outcome:** Pupils will write a travel brochure on Oxfordshire **Audience:** They will share their writing to members of the public – parents in particular **Purpose:** To investigate their locality. **Effect:** To share knowledge about their county.

In **PSHE**, pupils will be learning about collaboration and the need to develop teamwork skills. In some lessons, they will be recognizing the many roles within a community and the need to collaborate in a group situation. This half term, pupils will also learn how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed as well as the importance of listening to others. Some time will also be spent exploring "**Zones of regulation**", where we will be exploring with children how we feel when we come into the classroom, and how we can be in the best place to learn.

In **Computing**, pupils will be learning about the uses of spreadsheet tools and navigating around a spreadsheet using cell references. Over the weeks, they will be carrying out basic calculations, organizing data, incorporating formulae, representing data graphically and planning a real-life event.

In **DT**, pupils will be studying mechanisms and which are required for exercise equipment to work. They will be designing and creating prototypes of equipment for a local park.

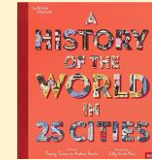
In **RE**, the enquiry question continues from last half term: 'Does belief in Akhirah (life after death) help Muslims lead good lives?' **Audience:** Sharing understanding within classes. **Purpose:** To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. **Effect:** To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.

In **French**, the topic is 'Les Habitats' and the aims are: to tell somebody in French the key elements animals and plants need to survive in their habitat; tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats; tell somebody in French which animals live in these different habitats; tell somebody in French which plants live in these different habitats.

In **Music**, Oxfordshire music service will continue teaching stringed instruments to one of the Y5 classes for the first half of the school year, before swapping with the other Y5 class. **Audience:** Y5 families. **Purpose:** To understand musical notation, rhythm and performance. **Effect:** To play and perform music to a real audience.

In Upper KS2, music is taught in a block, with each Y5 class having half a year's music tuition. In Y6, music is taught in a block, rather than as a weekly subject. All children also take part in weekly singing lessons.

OUR TEACHER BOOK RECOMMENDATIONS



A History of the world 25 cities by Tracy Turner and Andrew Donkin



Holes by Louis Sachar

HOME LEARNING SUPPORT:

Google Classroom: Children should be using Google Classroom weekly to access their weekly homework task.

Reading: Children should read independently or with an adult for 20 minutes per day.

School paid subscriptions: Spelling Shed (weekly, teacher-set spelling lists) 10 minutes daily.

TT ROCKSTARS (times tables are set by teacher) 10 minutes daily
NUMBOTS (mental addition and subtraction work) 10 minutes daily

<https://trockstars.com/>
<https://play.numbots.com/#/intro>
<https://www.spellingshed.com/en-g>

Wider Curriculum Links

[Oak Academy - KS2 subjects](#)