

'LEARNING FOR LIFE, CARING FOR ALL'

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



SPRING 1 Years 5 and 6

MATHS

This term, children in Year 5 will be focusing on Multiplication and Division, Fractions, Decimals and Percentages. Children in Year 6 will be focusing on Decimals, Percentages, Algebra, Converting units, Perimeter, Area, Volume and Ratio. 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 BOLL

In Year 5, children will be calculating one-digit short division with and without remainders confidently. In Year 6, children will be calculating two-digit long division with and without remainders (expressed as numbers, decimals and fractions).

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.**

Part, equal parts, fraction, improper/proper fractions, mixed number, numerator, denominator, equivalent, reduced to, one whole, half, quarter, eighth, third, sixth, ninth, twelfth, fifth, twentieth, hundredth, thousandth, decimal, decimal fraction, decimal point, percentage, percent, rainforest, biomes, ecosystem, rainforest, light, concave, convex, opaque, prism, reflection, refraction, shadow, translucent, transparent.

ENGLISH WRITING

As writers, our writing units in Spring 1 will be based on the **Purpose** 'writing to entertain'. This half term, we will be writing an adventure story opening in the style of our class novel, 'The Explorer' by Katherine Rundell. Our **Audience** is the year group and students will have the opportunity to develop clarity of pronunciation and voice projection when sharing their work. We will also be focusing on the **Effect** of the appropriate vocabulary choices within our writing. Our writing unit will also include reading, analysing, performing and writing poetry based on rainforests.

WHOLE CLASS READING

The reading this term will be based on the fiction text, 'The Explorer' by Katherine Rundell. In whole class reading sessions, the children will continue to develop their comprehension skills. They will be reminded about how to: work out the meaning of unknown vocabulary from a context or by using a dictionary, how to predict what will happen next, how to retrieve and summarise information from a text and how to answer questions using information that has been inferred. We will be learning to focus on answering questions fully, using the format: point, evidence and explain.

READING FOR PLEASURE

Children have reading for pleasure time in their classroom at least once per week. Children will be choosing appropriate books from both their classroom bookshelf and the library. We are delighted to have our school library open again for all to access this term! The children choose one book and, when they have finished reading it, they have a Reading Bingo sheet which encourages them to choose reading matter from a variety of genres. The children are also asked to review their books in order to ensure their peers are well informed about their book choices.

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 Year5/6 spelling list and revision of the Year3/4 list, remain an important focus.

As **Scientists**, we will answer the enquiry question: *How do we see?* Our unit is Light. **Outcome:** After making a zoetrope or a kaleidoscope, children will be creating a set of scientific instructions on how to make one. **Audience:** Children will work together to create shadow puppets and use special effects in their puppet shows. **Purpose:** To investigate the effectiveness of sunglasses and learn about the dangers of UV light. **Effect:** To understand how light travels; how we see and how shadows change.

As **Geographers**, we will answer the enquiry question: What makes rainforests unique from other biomes? **Outcome:** Presentation to share their findings on how rainforests differ from other biomes. **Audience:** their peers and teacher within class. **Purpose:** to be able to identify a range of biomes and understand how they differ from rainforests in particular. **Effect:** to feel informed and have a better understanding of rainforests and other biomes.

As **Artists**, we will answer the enquiry question: How can I use art to express the spirit of the rainforest? **Outcome:** Design and create a collage. **Audience:** Display for the school to show art inspired by members of the forest tribe. **Purpose:** to raise awareness of the of the Amazon and to speak out for tribal peoples' rights. **Effect:** to be inspired by the work of Nixiwaka Yawanawa and know of the connection to the surroundings by the people that live in the Amazon.

In **PSHE** we will be thinking about what constitutes a healthy diet and the characteristics of a poor diet and risks associated with unhealthy eating and other behaviours e.g. the impact of alcohol and smoking on diet and health. During this term, pupils will also be learning key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including key facts about the menstrual cycle. In addition, we will be 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**, we will be asking the question "What is a Text Adventure?" We will be mapping out a story-based text adventure and will be creating, testing and debugging an adventure game!

In **PE** this term, Year 5 will be taking part in hockey sessions and dance sessions. Year 6 will be taking part in basketball sessions and dance sessions.

In **RE**, the enquiry: 'Is anything ever eternal?' is about evaluating different beliefs about eternity and to understand the Christian perspective on this. **Audience:** Sharing understanding within UKS2. **Purpose:** To discuss and evaluate how well do funeral and mourning rituals tells us about what a religion believes and about what happens after death, **Effect:** To think about and discuss whether religious people should be sad when people die.

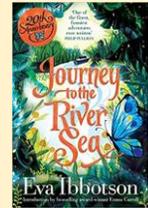
Within **French**, we will be repeating and recognizing the vocabulary for weather as part of the school's new French scheme. We will be counting and revising vocabulary through a range of stories written in French. **Audience:** Speaking and listening in KS2 classes. **Purpose:** To consolidate understanding of a foreign language. **Effect:** To repeat vocabulary in French with good pronunciation.

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.

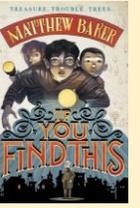
In upper KS2, music is taught in a block, with each Y5 class having half a year's music tuition. In Y6, music is taught in a block, rather than as a weekly subject. All children also take part in weekly singing lessons.



OUR TEACHER BOOK RECOMMENDATIONS



Journey to the River Sea
by Eva Ibbotson



If you find this
Matthew Baker

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 Science Light](#)
[\(thenational.academy\)](#)