



SPRING 2 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 BOIL

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.

'LEARNING FOR LIFE, CARING FOR ALL'

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

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.

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 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 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 Year 5/6 spelling list and revision of the Year 3/4 list, remain an important focus.

As **Scientists**, we will answer the enquiry question: *How do living things change over time and place?*

Our unit is Evolution. **Outcome:** Pupils will write and perform a song about Charles Darwin. **Audience:** The children will be performing to the pupils in their class. **Purpose:** To identify how animals and plants are adapted to suit their environment in different ways and how Darwin came to gather his findings. **Effect:** To understand that adaptation may lead to evolution.

As **Geographers**, we will answer the enquiry question: what are the key features of a mountain?

Outcome: Write a letter about the landscape of a famous mountain or mountain region. **Audience:** a friend **Purpose:** To describe and understand key aspects of mountains and explore mountain life. **Effect:** To share knowledge about world famous mountain or mountain regions.

In **PSHE**, we will be discussing mental wellbeing. This half term, pupils will learn about mental ill health; accessing support; developing strategies for understanding, managing and controlling strong feelings and emotions. As well as dealing with negative pressures, pupils will identify how to find information and advice through help lines. In this unit, pupils will also learn about recognizing positive friendships and relationships and how they can promote health and wellbeing. In addition, we will be discussing bullying (including cyberbullying) and the lasting impact on mental wellbeing. 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**, we will be asking the question "What is a Network?" Pupils will be learning about the difference between the World Wide Web and the Internet; learn about the school network and research on Tim Berners-Lee.

In **PE** this term, Year 5 and Year 6 will be taking part in hockey sessions and fitness sessions, in particular circuit training.

In **DT**, pupils will generate, develop and model a diorama (a miniature model) of a rainforest.

Audience: Pupils in Key Stage 2 **Purpose:** To show the rainforest landscape and create an exhibition **Effect:** To inform viewers of the huge range of flowers and wildlife in this ecosystem.

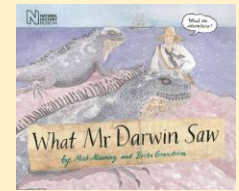
In **RE**, the enquiry question: 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?' **Audience:** Sharing understanding within classes. **Purpose:** To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion **Effect:** To think about and discuss whether festivals and symbols show that Christianity is still a strong religion.

Within **French**, pupils will order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. **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



What Mr Darwin Saw
by Mick Manning &
Brita Granstrom



Darwin's Dragons
by Lindsay Galvin

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
[The Oak Academy Science](#)