



# 'LEARNING FOR LIFE, CARING FOR ALL'

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



## SPRING 2 Years 5 and 6

### MATHS

This half term, we will be revising some of the maths content that was covered during the period of home learning, applying the arithmetic, reasoning and problem-solving skills we have developed over the past year.

**Year 5** will be revising their understanding of multiplication, division and fractions.

**Year 6** will be revising decimals and percentages before re-capping algebra.

Alongside revision, we will be assessing the children's progress since November. We will use this data to identify gaps, which will assist us with our lesson planning for the summer term.

### ON THE BOIL

Our On the Boil this term will focus on all the skills taught so far this year, including written multiplication and division methods.

### ENGLISH WRITING

This term we are focusing our writing on poetry, specifically rhythmical performance poetry. We will be writing our own rap poetry with a theme of traditional tales, containing grammatical features such as expanded noun phrases and the subjunctive form, which we hope to perform and record in groups. Our **Audience** will be other children in the school. The **Purpose** of our writing will be to entertain them. The **Effect** of our text will be to create humour for our readers and listeners, making them laugh and clap along to our poetic beats, whilst hearing all about well-known fairy tale characters in a different and exciting context.

### WHOLE CLASS READING

Our class novel this term continues to be **The Brockenspectre** by Linda Newbery. We will continue to use this text for our reading comprehension and aim to finish the text by the end of term.

### READING FOR PLEASURE

Now that we are back in school, the children will be able to choose their own reading books from a small selection in the classroom, some of which will have been collected from the school library. Children should be reading for **20 minutes every day**. This could be from reading books taken from school or home, eBooks (available for free from Oxfordshire Library Service) or online sources such as magazines, webpages and news sites such as BBC Newsround.

### SPELLING

Spellings are set on Spelling Shed and we continue to follow the Spelling Shed scheme of work for each year group. Class spellings will be introduced to the class in a weekly lesson alongside their spelling rules. They will be tested on a weekly basis in a whole-class spelling test.

As **Scientists**, we are completing our work with the key question *How are life cycles similar and different?* Our **Audience** will be Key Stage 2 pupils and the **Purpose** of our work will be to inform and others about the similarities and differences of life cycles. The **Effect** will be to enable other children to learn about life cycles through the use of specific, subject-related vocabulary within explanations, and accurate scientific diagrams.

As **Geographers** we will be looking to answer the question *How do mountains, volcanoes and earthquakes impact our world?* We will be following a Royal Geographical Society scheme of work which focuses on geographical skills such as map reading. The **Audience** of our final piece of work will be our fellow Key Stage 2 pupils and the **purpose** of our work will be to provide a greater understanding of how mountains and volcanoes are formed and why earthquakes occur. The **effect** of our work will be to develop a sense of curiosity and wonder about the natural world and how it is formed.

As **Musicians**, we will continue to follow the scheme provided by Oak National Academy, asking *Why is rhythm important in music?* The **audience** of our work will be the rest of our Year 5 or 6 bubble, who we hope to perform to through a recorded video. The **purpose** of our work is to entertain our audience with rhythmical body percussion and use of voice. The **effect** of our work will be to encourage our audience to join in with 'our turn, your turn' exercises involving syncopated rhythm.

Our **PSHE** work this term will revolve around whole-class circle times. We will be promoting healthy well-being and discussing how we can build positivity in these current times.

In **Computing**, we will be game creators, using Purple Mash to explore *What makes a good-quality computer game?* **Audience:** Our classmates. **Purpose:** To entertain our audience when we share our games with them. **Effect:** Children will be able to engage in one another's game creations and evaluate the effectiveness of their designs.

**PE** We will be endeavoring to engage in as much outdoor physical activity as possible following the recent lockdown. As year groups, the children will be taking part in a wide variety of team-based games and sports to build up their stamina, energy and communication skills. They will also be taught and encouraged to play a wide range of playground games.

### 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.**

Mountain, valley, glacier, crevasse, ridge, moraine, summit, peak, environment, earthquake, volcano, life cycle, metamorphosis, pupa, larvae, chrysalis, germinate, pollination, photosynthesis, fertilization.

### OUR TEACHER BOOK RECOMMENDATIONS



*Boy: Tales of Childhood*  
by Roald Dahl



*The Imaginary*  
by AF Harrold

### HOME LEARNING SUPPORT:

#### **Reading:**

In addition to books from school, children can access texts from Oxfordshire Libraries (operating online), including free eBook and audio books. 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  
<https://trockstars.com/>  
<https://www.spellingshed.com/en-g>

#### **Wider Curriculum Links**

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3>  
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxcy>