

'LEARNING FOR LIFE, CARING FOR ALL'

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



SUMMER 1 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 focusing on statistics, properties of shape and consolidating previous learning in preparation for the end of KS2 SATS Maths test. 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 converting improper fractions and mixed numbers, including conversions, decimals and fraction equivalents confidently. In Year 6, children will be adding and subtracting mixed numbers and conversion between percentages, fractions and decimals.

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, artery, vein, atrium, superior, inferior, vena cava, ventricle, blood, aorta, oxygen, carbon dioxide, heart and lungs.

ENGLISH WRITING

As writers, our writing units in the first half of the summer term will be based on the **Purpose** 'writing to discuss'. This half term, we will be writing a balanced argument and book review based on our class novel 'Lyra's Oxford' by Philip Pullman. Our **Audience** is the year group and students will have the opportunity think carefully about how to present information to the reader. We will also be focusing on the **Effect** of using technical vocabulary.

WHOLE CLASS READING

The reading this term will be based on the fiction text, 'Lyra's Oxford' by Philip Pullman. 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 are encouraged to choose appropriate books from both their classroom bookshelf and the library. Pupils visit the school library once a week and are encouraged to read a wide range of books. Reading a range includes non-fiction, fiction and poetry.

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 our choices affect how our bodies work?* Our unit is animals, including humans and a particular focus on the circulatory system. **Outcome:** Pupils will create a double-page spread about the heart and circulation. **Audience:** The children will be present their work to adults in upper key stage two. **Purpose:** To know how the heart work and how to keep it healthy. **Effect:** To understand how our choices can lead to an unhealthy heart.

As **Historians**, we will answer the enquiry question: *How has Oxfordshire changed over time?* **Outcome:** Pupils will write an information report about the changes in Oxfordshire. **Audience:** They will share their writing with members of the public – parents in particular **Purpose:** To investigate their locality. **Effect:** To share knowledge about a local historical study.

In **PSHE**, we will be discussing what constitutes a healthy diet and know about the different food groups. Pupils will also learn the importance of a balanced diet and develop an awareness of their own dietary needs. In some lessons, pupils will know how to cook and apply the principles of nutrition and healthy eating. In the later part of the half term, pupils will learn about physical contact and understand that their body belongs to them and the different between inappropriate and appropriate contact. Pupils will also understand how to recognize and report feelings of being unsafe or feeling bad about any adult. Some time will also be spent exploring "**Zones of regulation**", where we will be discussing 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 makes a good quiz show?" Pupils will be creating a picture-based quiz, discussing what sorts of questions are best suited to the different question types and will create a quiz show based on a curriculum area.

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.

In **Art**, pupils will research and adopt the style of Claude Monet. They will study how artists convey the movement of water in their work. **Audience:** Whole school **Purpose:** To paint their own artwork depicting life on the River Thames. **Effect:** To present their work on a corridor display for the whole school to see.

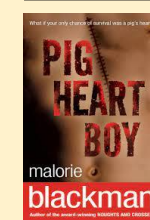
In **RE**, the enquiry question: 'Does belief in Akhiraah (life after death) help Muslims lead good lives?' **Audience:** Sharing understanding within classes. **Purpose:** To identify ways in which Muslims try to lead good lives and how their belief in Akhiraah influences this. **Effect:** To challenge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

Within **French**, pupils say and write what we eat and drink to stay healthy, discuss activities we do to stay in shape including choice of physical activities and follow simple, healthy recipes in French. **Audience:** Speaking and listening in KS2 classes. **Purpose:** To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. **Effect:** To create longer more interesting responses in spoken and written form

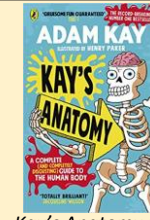
In **Music**, Oxfordshire Music Service will continue teaching stringed instruments to one of the Y5 classes for the first half of the school year, before swapping with the other Y5 class. **Audience:** Y5 families. **Purpose:** To understand musical notation, rhythm and performance. **Effect:** To play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



Pig-Heart Boy by Malorie Blackman



Kay's Anatomy by Adam Kay

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](#)