



'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 half term, we will be continuing to follow the White Rose maths scheme, applying the arithmetic, reasoning and problem-solving skills we have developed to our newfound learning.

Year 5 will be learning about fractions, decimals and percentages before moving onto a unit on shape.

Year 6 will be working on area, perimeter and volume; ratio and statistics.

As usual, we will be continuing to closely assess children's progress since the end of home-learning. We will use this information to identify gaps in children's knowledge which will assist us with our planning for revision sessions, morning tasks etc.

ON THE BOIL

Year 5: converting mixed numbers to improper fractions, and fraction/decimal equivalents.

Year 6: + and – mixed numbers and converting between fractions, decimals and percentages.

ENGLISH WRITING

This term we are focusing on writing narrative, specifically creating tension and suspense. We will be writing part of a story inspired by the themes of 'Skellig', which contains grammatical features such as dialogue, correct use of colons and semi-colons, precise setting description and use of the first person. Our intended **Audience** will be other UKS2 children. The **Purpose** of our writing will be to entertain them. The **Effect** of our text will be to think about the setting and what kind of creature might live there, feel curious but nervous about the creature that might live in the setting, and to continue reading to find out about the creature and if the protagonist avoids harm.

WHOLE CLASS READING

Our class novel this term is 'Skellig' by David Almond. We will use this text for our reading comprehension, and it will also play a key role in our narrative writing.

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, usually on Fridays.

As **Scientists**, we are focusing more closely on life cycles: *Do all life cycles look the same?* We will be creating life cycle spin-wheels. Our **Audience** will be LKS2 pupils and the **Purpose** of our work will be to inform them about the life cycle of a particular living thing. The **Effect** will be to enable other children to learn about the life cycle of a specific living thing in enough detail that they could then explain what they have learnt to someone else, using subject-related vocabulary.

As **Historians** we will be looking to answer the question *What makes the Mayan Civilisation unique?* In pairs, we will be presenting our findings. The **Audience** of our final piece of work will be children and staff in LKS2 and the **purpose** of our work will be to inform them about one aspect of the Mayan Civilisation which is unique compared to any other historical civilisation. The **effect** of our work will be to enable others to recognise how important the Mayan Civilisation was (and still is today) within World History.

As **French speakers**, we will continue to follow the scheme 'Learn French with Luc et Sophie'. This term's unit is 'In the classroom', and the children will be developing their basic French speaking, listening and writing skills with teacher-led use of interactive eBooks and audio files to help us.

In **PE**, we will be following the 'Get Set 4 PE' scheme to learn the skills necessary to play cricket. Teacher-led PE lessons will take place twice a week and will follow this scheme or involve playing team-based games, such as Kwik-cricket or rounders, where the skills learnt can be applied.

In **Computing**, we will be 3D modelling, using Purple Mash to explore *How can technology be used to design 3D models?* This unit will integrate with our maths learning on 3D shapes – specifically, nets.

Our **RE** work this term will revolve around the question *Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?* We will be creating artwork to express what we believe happens to the physical body after death.

As **Artists**, we will be evaluating, designing and creating our own Mayan masks, answering the question *How were masks used by the ancient Maya?* We will be using papier maché to bring our creations to life.

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.**

Glyphs, codices, Chichen Itza, cacao, Kukulcan, syllabograms, logograms, Dresden Codex, Haab, Tzolkin, afterlife, sacrifice, pyramids, city states, life cycle, metamorphosis, pupa, larvae, chrysalis, germinate, pollination, photosynthesis, fertilisation.

OUR TEACHER BOOK RECOMMENDATIONS



Kensuke's Kingdom
by Michael Morpurgo



Middleworld
by J&P Voelkel

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/zg6svcw>
<https://www.bbc.co.uk/bitesize/topics/zgssgk7>