



'LEARNING FOR LIFE, CARING FOR ALL'

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



SUMMER 2 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 angles, co-ordinates and revising what they know about 2D and 3D shape.

Year 6 will be consolidating their learning from the year and enjoying some maths challenges as a way to practise their mathematical reasoning.

As always, we will be continuing to closely assess children's progress since the end of home-learning. Any assessments that the children undertake are used to identify gaps in learning and specific children who may need support.

ON THE BOIL

Year 5: Reading the time to the nearest minute, converting 12/24 hour times and reading digital and analogue clocks.

Year 6: Consolidating the Y6 curriculum and calculating intervals between two periods of time.

ENGLISH WRITING

This term we are writing to discuss, and we are writing a balanced argument, discussing whether or not people should eat a vegetarian diet. Children will be researching both sides of the argument and reading a range of balanced arguments.

Our **audience** will be the UKS2 staff, and our **purpose** will be to show that we understand that there are two sides of a debate. The **effect** will be to get UKS2 staff to consider their own diets and see if they can explain their dietary choices.

WHOLE CLASS READING

We are continuing to read our class novel, *Skellig* by David Almond. This will be a basis for our reading comprehension work and, in particular, inferring meaning from the text.

READING FOR PLEASURE

Children are 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. At this point in the year, we are revising the spelling rules encountered in UKS2.

As **Scientists**, we are studying the human life cycle and the changes that happen to our bodies as we get older, and how babies grow in the womb. Our **Audience** will be UKS2 pupils themselves. The **Purpose** of our work will be to inform and understand how we change as we get older – and in particular the changes we encounter as we move through puberty. The **Effect** of this will be that children will have a better understanding of life cycles and will have confidence to ask about the changes they, and others will go through.

As **Historians** we will continue 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 'Hobbies', and the children will be learning phrases to help describe their interests and familiar places..

In **PE**, we will be following the 'Get Set 4 PE' scheme to learn the skills necessary to play cricket. 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. Year 5 are planning to hold a Tigers vs Lions Kwik-cricket tournament.

In **Computing**, we will be using Purple Mash *2Connect* as a way of exploring concept maps and linking together ideas for a balance argument.

Our big question in RE is "How do Christians show commitment to God?" We will be looking at the Ten Commandments and the lives of well known Christian leaders such as Mother Teresa and Desmond Tutu.

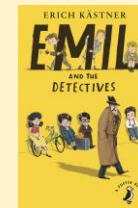
Within **Design and Technology** we will look at weaving from the Maya civilization and creating our own woven designs based on traditional Mayan colours and designs.

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, gestation, pregnancy, puberty, hormones, changes, odour, adolescence.

OUR TEACHER BOOK RECOMMENDATIONS



Emil & the Detectives
by Erich Kastner



Jolly Foul Play
by Robin Stevens

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/zq6svcw>
<https://www.bbc.co.uk/bitesize/topics/zgssgk7>