

MATHEMATICS

PERFORM MENTAL CALCULATIONS USING LARGE NUMBERS, ADD AND SUBTRACT WHOLE NUMBERS AND DECIMALS USING FORMAL WRITTEN METHODS, USE BODMAS TO CARRY OUT CALCULATIONS, AND READ ROMAN NUMERALS TO 1000 (M).

USE SIMPLE FORMULAE, GENERATE AND DESCRIBE LINEAR NUMBER SEQUENCES, EXPRESS MISSING NUMBERS ALGEBRAICALLY, FIND PAIRS OF NUMBERS THAT SATISFY AN EQUATION TWO UNKNOWN, AND LIST POSSIBLE COMBINATIONS OF VARIABLES.

MULTIPLY A DECIMAL BY A 2-DIGIT NUMBER, SOLVE PROBLEMS INVOLVING ALL FOUR OPERATIONS, USE THE MOST EFFICIENT METHOD TO CALCULATE THHTO \times 0 AND THHTO \div 0, AND MULTIPLY NUMBERS MENTALLY DRAWING UPON KNOWN FACTS

USE COMMON FACTORS TO SIMPLIFY FRACTIONS, ADD AND SUBTRACT FRACTIONS WITH DIFFERENT DENOMINATORS AND MIXED NUMBERS, MULTIPLY AND DIVIDE FRACTIONS, RECOGNISE MIXED NUMBERS AND IMPROPER FRACTIONS AND CONVERT FROM ONE TO THE OTHER.

CONVERT BETWEEN MILLILITRES AND LITRES, KNOW THE IMPERIAL UNITS PINTS AND THE ROUGH METRIC EQUIVALENT IN LITRES, CALCULATE THE VOLUME OF CUBES AND CUBOIDS AND FIND MISSING LENGTHS, AND SOLVE PROBLEMS INVOLVING VOLUME AND CAPACITY.

USE BODMAS TO CARRY OUT CALCULATIONS INVOLVING THE FOUR OPERATIONS, ADD AND SUBTRACT NUMBERS MENTALLY, AND SOLVE MULTI-STEP PROBLEMS INVOLVING NUMBER AND MONEY, DECIDING WHICH OPERATIONS TO USE AND WHY.

English

Classic Fiction - The Hobbit

Through *The Hobbit* by J.R.R.

Tolkien, pupils will investigate settings, character development, dialogue and narrative style.

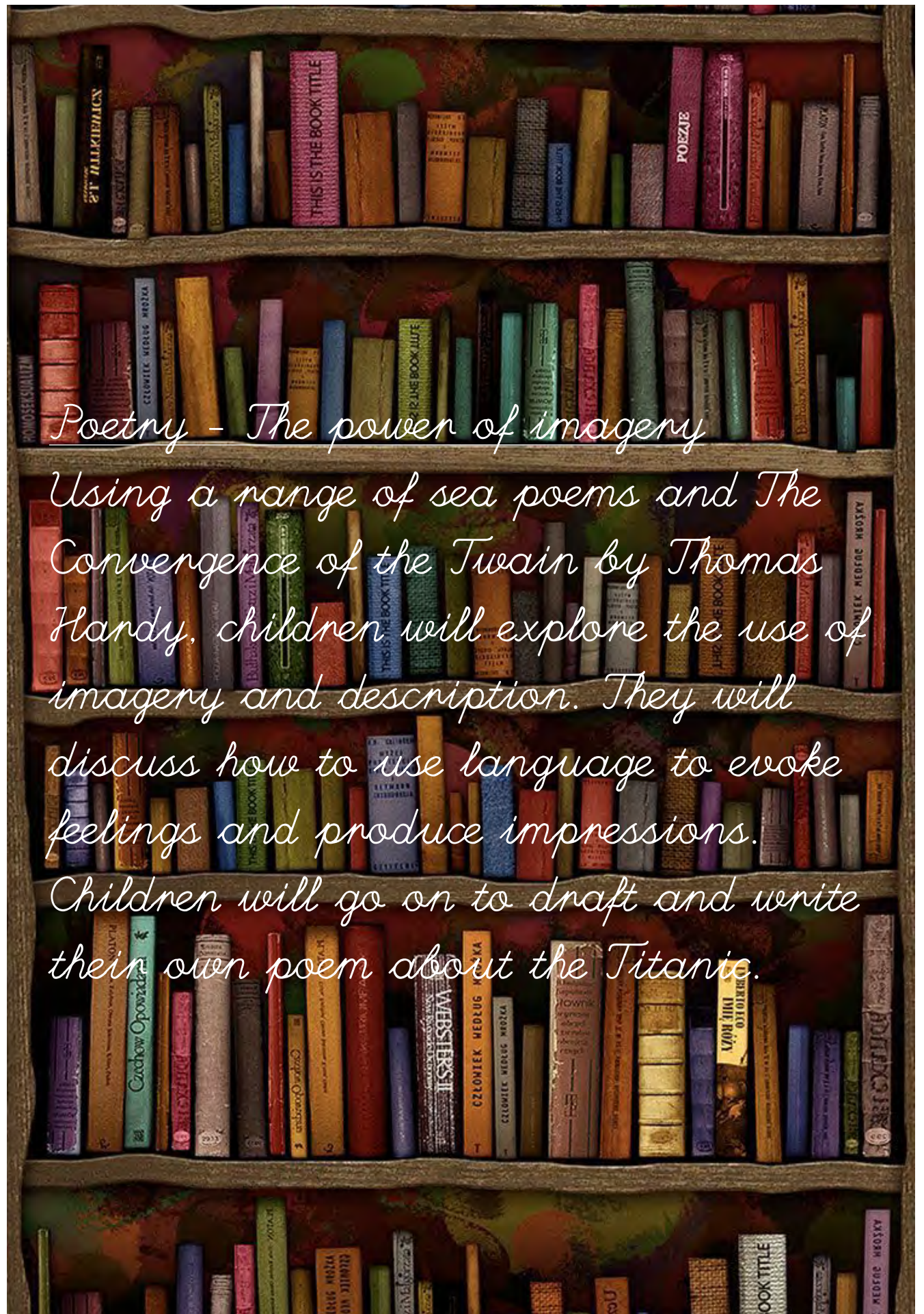
Writing includes: dramatisation, playing with point-of-view and writing a 'Lost Tale'. Grammar includes: complex sentences, relative clauses and elaboration.

Non-Fiction - Persuasive Writing

Times are a changing as children explore how to win hearts and minds.

Children will analyse adverts and political speeches, adapt protest songs and manipulate with modal verbs.

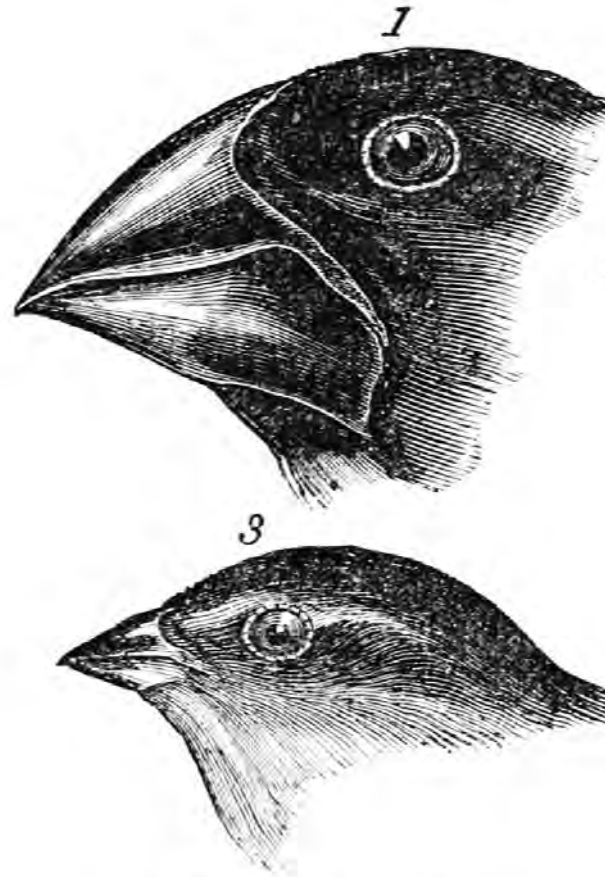
Pupils will also write persuasively and the unit ends in a political rally. Who will win: parents or children?



Poetry - The power of imagery

Using a range of sea poems and *The Convergence of the Twain* by Thomas Hardy, children will explore the use of imagery and description. They will discuss how to use language to evoke feelings and produce impressions.

Children will go on to draft and write their own poem about the Titanic.



1. *Geospiza magnirostris*.
3. *Geospiza parvula*.

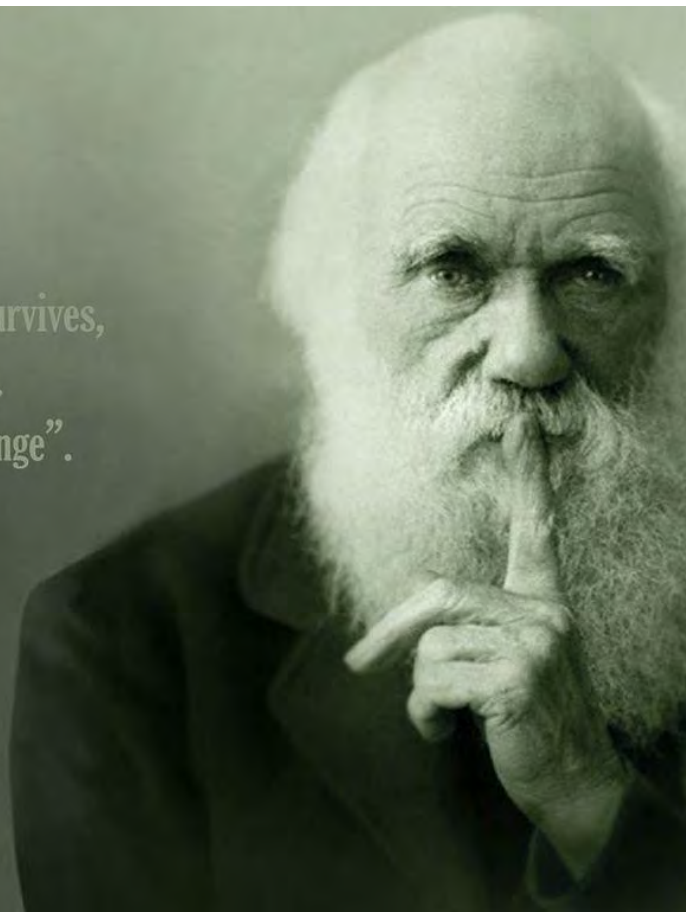


Science - Evolution & Inheritance

Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.

"It is not the strongest of the species that survives,
nor the most intelligent that survives.
It is the one that is most adaptable to change".

Charles Darwin



ART - NORTH AMERICAN

This 'North American Art' unit will teach your class about how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls and be an artist's model to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of American artists John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.



Geography - The Amazing Americas

In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.



Computing - Kodu

This unit introduces children to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game environments constructed by the user in a 3D scene editor.



P.E. - Invasion Games

This unit will recap on many of the essential skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. It also covers attacking and defending tactics, such as two-touch passing; learning when to pass and when to dribble and different techniques for tackling and marking. The children will develop their understanding of both attacking and defending principles in invasion games and working as a team. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.



SPANISH ~ IN THE CLASSROOM

This 'In the Classroom' unit pupils will learn key vocabulary related to classroom objects, subjects and prepositional language. Also, there is a maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the unit, children will learn key questions and answers which they would use at school. Grammar work in English will be supported as children investigate the differences caused by noun/adjective agreement.



R.E. Commitment

This unit on commitment discusses the concept of commitment and defines what is meant by it. By giving examples of commitments made by famous figures, it encourages children to make their own goals and invites them to review their commitment each week through the unit. Children also explore the concept of sacrifice and why sacrifices may be made. They will examine and discuss a range of religious and non-religious commitments and sacrifices made by others. They find out about non-religious, Jewish and Christian coming-of-age ceremonies, fasting within Islam and marriage within Hinduism. Children will then apply their learning by planning their own commitment ceremony and consider the changes they might make in their life for the benefit of themselves and others.

P.S.H.E. - Growing Up

This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.



General Information

Year 5/6

Early morning work begins at 08:30 each day and will be spent on tasks that the children have needed further support with. This could be arithmetic or grammar related. Therefore, I would encourage the children getting in to school on time, to ensure they do not miss any learning.

If you have any questions, please feel free to see me at 8:30 or at home time. Alternatively, you can contact me via an email to school or on Class Dojo.

Homework

Homework will be set daily and is to be completed for the following day (unless specified otherwise). The work set will vary from maths, English, verbal reasoning and even afternoon topic work. Occasionally there will be longer projects or presentation pieces which will require more time and therefore longer deadlines.



Reading

It is recommended that children read for a minimum of 15 minutes daily, which can be written in to your child's reading record.

Reading regularly can not only improve word recognition and fluency, but can also assist children in their writing during class.

If your child is going to spend anytime watching videos it would be beneficial to turn on the subtitles as it has been shown to have positive effects on their reading ability. It increases the time they spend reading dramatically given the amount of screen time children have access to now.

P.E.

P.E. will be on Friday this year so please ensure children attend school wearing their P.E. kits. Can I please also ask that children bring suitable footwear in for sports.