

**Topic**

Term	Subject/Focus
Autumn Term	<b>History: Local History - Henry VIII and the Reformation – Revolution or Reformation?</b> <b>Geography: The UK, Our Local Area</b> <b>Science: Earth and Beyond/Forces – What’s Out There?</b>
Spring Term	<b>Science: Materials – Is It too Late to Change?</b> <b>History: Crime and Punishment – Does the Punishment Fit the Crime?</b> <b>Geography: The Wider World</b>
Summer Term	<b>Science: Life Cycles – What Are Life Cycles?</b> <b>History: Ancient Egyptians – What’s Ancient Egypt’s Legacy?</b> <b>Geography: The Land and Its People</b>

**RE**

This term we will be studying the three themes of Local Church-Community (Mission), Eucharist-Relating (Memorial Sacrifice) and Lent/Easter-Giving (Sacrifice). Each class will approach the themes through different topics.

Topic 1 - **MISSION** – Continuing Jesus’ mission in diocese (ecumenism).

Topic 2 - **MEMORIAL SACRIFICE** - Eucharist as the living memorial of Christ’s sacrifice.

Topic 3 - **SACRIFICE** – Lent: a time of aligning with the sacrifice made by Jesus.

**English**

**Reading**

We will be reading a range of fiction books such as Stormbreaker and My Friend Walter this term, as well as non-fiction texts about Materials and Crime and Punishment. We will be discussing key features of texts and the differences between various types of books and their layouts. In school, reading includes independent reading and whole class reading. For maximum progress to be made, it is vital that children are still reading with an adult on a daily basis at home and continue to record this in their school diary.

**Writing**

This term we will be learning to write effectively in the following genres:

- Persuasive Letter
- Modern Fiction
- Historical Fiction
- Chronological Reports

Within each genre we will look at the key features and learn to recognise and use these within our own writing.

**Grammar and Punctuation**

<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]. Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, <i>he had seen her before</i> ]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonym, antonym, collective noun

## Spelling

Children will extend their knowledge of spelling strategies and apply them to words from the Year 5/6 word list, their own personal list and cross-curricular words.

## Mathematics

The 2014 National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Spring 1:

- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction
- recognise mixed numbers and improper fractions and convert from one form to the other
- read and write decimal numbers as fractions [for example, 0.71 =  $\frac{71}{100}$  ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

### Spring 2:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- Identify angles at a point and one whole turn (total 360°, angles at a point on a straight line and 2 1/2 a turn (total 180°), other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

## Subjects:

**History** - we will be studying Crime and Punishment during the medieval period.

**Geography** - we will be completing geography field work.

**Science** - we are learning about the Properties of Materials and how we can change and use them.

**Art** - we will be looking at Andy Warhol and the visual art movement known as pop art.

**DT** - we will be making pizzas and comparing wholemeal and refined foods.

**Music** - we will be learning how to play the recorder.

**Spanish** – we will be learning birthdays, numbers 10-100, Valentine's Day, Time, Easter

## Communication with Parents

It is very important to us as a school that we work in partnership with parents. Therefore, we welcome any feedback you can give us about your child and their experience in school; if you have any concerns or worries, please send a message through the office to your child's class teacher or alternatively you can contact Miss Doherty and Mrs Young or directly via ClassDojo.