

Topic

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

RE

Religious Education

In Spring we will be covering 2 different topics in RE

1. **Galilee to Jerusalem** - The Beatitudes. Knowledge of parables. Understanding the Virtues of Hope and Charity.
2. **Desert to Garden** - Events of Holy Week. Knowledge of the Rosary as Prayerful reflection on the life of Christ. The Words of Saint Paul.

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 Writing
- 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

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [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>].
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]. Linking ideas across paragraphs using adverbials 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>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

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 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 (o)
- identify angles at a point and one whole turn (total 360o, angles at a point on a straight line and 2 1 a turn (total 180o), other multiples of 90o
- 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 map 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 examining 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 either Miss Wright and Mr Brailey.