



Curriculum Newsletter Year 5 and Year 6 Summer Term 1 2019

Mrs J Dale, Mrs J Ireson, Mrs R Backhouse and Mr B Holmes

Reading

The Reading Challenge starts this term. Pupils should read at least three times each week using their home reading book and other materials.

Children have chosen their reward activity already and those who achieve the Reading Challenge will be able to take part in the activity towards the end of half term.

Reading will be monitored daily, with each new week beginning on a Monday through to Sunday.

Good Behaviour Reward



If children have had good behaviour for 12 weeks, they will have been awarded a Silver Pin. These need to be looked after as they will need to be traded in for their Gold Pin which follows.

This is an ongoing behaviour strategy, meaning that the 12 weeks do not have to be consecutive. Your child can still be awarded their Gold Pins when they have achieved 12 weeks of good behaviour.



Year 6 SAT Timetable

Monday 13th May
SPAG

Tuesday 14th May
Reading

Wednesday 15th May
Arithmetic / Mathematics
Reasoning 1

Thursday 16th May
Mathematics Reasoning 2

Please ensure your child arrives on time, having had a good night's sleep.

Many thanks.

PE

Orion: Thursday
Tucana: Monday
Columba: Monday

Please ensure that your child has an indoor and outdoor PE kit in school all week.



Useful websites

Maths
<http://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>

English
<http://www.educationquizzes.com/ks2/english>

It is advised that you supervise your child whilst they are using any website at home, so that you know what they are accessing and can be on hand to help and guide them.

Weekly Homework English



Reading to an adult 3 times or more for the Reading Challenge. 1 written piece per week.

Maths

Daily learning of key facts, such as times tables. 1 written piece per week.



Please remember:

To bring your home reading book and reading record every day.

To remove earrings on PE days.

To do your homework and return it on the correct days.

Inform staff of any updated change of circumstances, e.g. new telephone numbers or a change of address.





English

We will be learning:

To write:

Non-Fiction:

Persuasive writing

Write a report to persuade a point of view using biased language.

Non-fiction:

Discussion/argument

Write a balanced discussion presenting two sides of an argument, following a debate.

Performance Poetry:

To consider the ways in which words can be spoken to create certain effects and meanings and explore the significance of actions.

Narrative:

Suspense writing

Write a story that builds excitement and suspense through whispers and warnings.

Non-fiction: Science investigations

To write up an investigation which includes: aim, prediction, method, result, conclusions and graphical representations or diagrams.

Cross curricular:

- Class reading – Running wild - Michael Morpurgo.
- Guided reading– linked to each cycle / SATs.

Maths

We will be learning:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Solve number problems and practical problems that involve place value.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Compare and order fractions whose denominators are all multiples of the same number.
- Add and subtract fractions with the same denominator.
- Recall multiplication and division facts for multiplication tables up to 12x12.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Solve problems involving multiplication and division.
- Identify, describe and represent the position of a shape following a reflection.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; millimetre and millilitre).
- Use all four operations to solve problems involving measure.
- Solve comparison problems using information presented in a line graph.





Science

As a scientist I will be learning about:

Living things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Describe the differences in the life cycles of a mammal, an amphibian, reptiles, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Recognise symbols when representing a simple circuit in a diagram.



Tropical wonderland

Geography

As a geographer I will learn about:

Human and physical geography

- Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle.

Geographical skills and fieldwork

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Locational Knowledge

- Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Locate the world's countries, using maps to focus on South America.

Music

As a musician I will:

- Recreate the sounds of the Rainforest. Identify the musical elements (and be able to define them) dynamics (loud and quiet); texture (Layering of sounds).
- Explore and discover sound makers in the environment (including own body and voice).

PSHE

We will be learning:

The Big, Wide World

1. How to discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.
2. About human rights, the UN declaration on the Rights of the Child and learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
3. To critically review what they see and read in the media and consider the information they choose to forward to others.
4. To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set aspirations goals for the future.

Historian

As a historian I will be learning:

How important figures in the history of astronomy such as – Galileo, Copernicus and Ptolemy, shaped our knowledge of astronomy.

RE

I will be exploring:

Faith in Action

- In this unit students will explore various aspects of belonging to a faith. They will study various acts of religious commitment and learn that this often goes hand in hand with the admission of belief.



Design Technology

As a designer I will: design, make and evaluate a shelter to fit a given purpose.

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Art

As an artist I will be learning to:

- To develop artistic techniques, including control and the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Explore the art of Henri Rousseau and how he used: colours, light and shade, size of plants and flowers, foreground and background to create paintings of rainforests.
- Improve mastery of art and design techniques.

French

Pupils will be learning about:

- French towns and places.
- Sports and activities.

Computer Science

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

