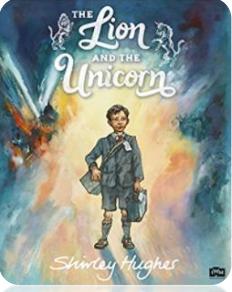
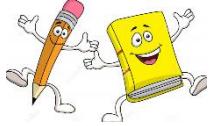


<p>Class Text 'The Lion and the Unicorn' by Shirley Hughes</p>	<p>'The Lion and the Unicorn' by Shirley Hughes Our class text this half term is 'The Lion and the Unicorn' by the author Shirley Hughes.</p> <p><i>When Lenny's father goes off to fight in the Second World War, he gives his son a brass badge of a lion and a unicorn fighting each other and tells him to be brave. Soon, Lenny is evacuated from the war-torn streets of London to a big house in the country - there, he meets an injured soldier, who helps him to understand the true nature of courage.</i></p> <p>We will be reading and writing short stories, including flashbacks and those with a time slip. We will be considering effective techniques to develop character and settings, as well as analysing and comparing newspaper articles, in preparation for our own newspaper reports on the Blitz in London, during WWII.</p>	
<p>RE</p> 	<p>Christmas</p> <ul style="list-style-type: none"> In this unit, we will explore the story of the birth of Christ from the Gospel of St. Matthew and the Gospel of St. Luke. We will also learn about some images of Christ that are found in the Prologue to the Gospel of St. John. <p>Prayers in the Lives of the Followers of Christ</p> <ul style="list-style-type: none"> We will gain a greater knowledge and understanding of the traditional prayers of the Church and some of the signs and actions associated with prayer. We will study some prayers that are found in the Scriptures and engage in the study of the Mass as the central prayer for Catholic Christians. Finally, we will study some customs of prayer from other religions. <p>Our Values and Virtues: Intentional and Prophetic Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others</p>	  <div data-bbox="1219 1731 1414 1933"> <p>attentive faith-filled generous intentional truthful</p> <p>loving hopeful grateful discerning compassionate active</p> <p>prophetic wise</p> </div>
<p>English</p>	<p>The Lion and the Unicorn (Poetry, Newspaper Reports, Letters, Biographies)</p>	

	<ul style="list-style-type: none"> Use figurative language to create imagery in poetry - 'Blitz' poems. Understand the events of WWII to write newspaper reports based around the bombings in London and other major cities in England. Write letters from the London evacuees during WWII. Use information gathered to create fictional characters and write biographies. Grammar focus: figurative language, subheadings, clauses, relative clauses, parenthesis, modal verbs, speech. Focus on spellings: National Curriculum Y3/4 and Y5/6 lists. 	
Maths 	<p>Textbook B (Year 5)</p> <ul style="list-style-type: none"> Multiplication and Division (2) Fractions (3) Decimals and Percentages <p>Textbook B (Year 6)</p> <ul style="list-style-type: none"> Ratio and Proportion Algebra Decimals 	
Science 	<p><u>What is the most effective way to classify living things?</u></p> <ul style="list-style-type: none"> Classify living things according to common observable characteristics (reptiles, amphibians, mammals, insects). 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 	
History 	<p><u>Did World War II change Britain?</u></p> <ul style="list-style-type: none"> Understand how Hitler convinced a nation like Germany to follow him. Understand and explain how the battle of Britain changed WWII. Know about the main events from this period of history, explaining the order of these events and what happened, using a chronological framework. 	
Art 	<p><u>'How can I speak through my artwork?'</u></p> <ul style="list-style-type: none"> To know that artists can use art as a way to express their opinions, using their skills to speak for sectors of society I know that artists, acting as activists, often use print because it allows them to duplicate and distribute their message I know that a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language 	

<p>Computing</p> 	<p>Presenting with Google Slides</p> <div style="background-color: #669966; border-radius: 10px; padding: 5px; text-align: center; color: white;"> <p>Key Learning</p> </div> <ul style="list-style-type: none"> • To understand the purpose of the Slides tool. • To add slides to presentations. • To add media to presentations. • To format text appropriately. • To add shapes and lines to enhance a presentation. • To use the skills learnt to design and create an engaging presentation. 	
<p>French</p> 	<p><u>French Music Celebrations</u></p> <ul style="list-style-type: none"> • Select the correct article du or de la for different instruments. • Ask and respond to questions to say which instrument they play, using a whole phrase. • Recall the names of some French-speaking countries, saying these with accurate pronunciation. • Use opinion verbs, conjunctions and adjectives to create simple phrases about the types of music they like and dislike. • Write a simple summary in English of the key points about la Fête de la musique. • Adapt a model written paragraph and replace some of the nouns, verbs and adjectives with their own choices to write about a musician. 	
<p>PE</p> 	<ul style="list-style-type: none"> • Y5/6 will have PE on Wednesdays with Mrs Edwards • Mr Case will teach Y5/6 Dance on Thursday mornings. 	
<p>Music</p> 	<p>Music</p> <ul style="list-style-type: none"> • Music will be taught by Mrs Amison on a weekly basis. • Music lessons will take place on Tuesdays. • Whole school hymn practice will also take place on Tuesdays. • 	
<p>PHSE</p> 	<p>Celebrating Difference (Year 5)</p> <ul style="list-style-type: none"> • I understand that cultural differences sometimes cause conflict. • I understand what racism is. • I understand how rumour-spreading and name-calling can be bullying behaviours. • I can explain the difference between direct and indirect types of bullying. • I can compare my life with people in the developing world. 	

	<ul style="list-style-type: none"> • I can understand a different culture from my own. <p>Celebrating Difference (Year 6)</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means. • I understand how being different could affect someone's life. • I can explain some of the ways in which one person or a group can have power over another. • I know some of the reasons why people use bullying behaviours. • I can give examples of people with disabilities who lead amazing lives. • I can explain ways in which difference can be a source of conflict and a cause for celebration. <p>RSHE</p> <ul style="list-style-type: none"> • We will be following the Ten:Ten 'Life to the Full' programme for RHSE. Please log into the parent portal to access information about the programme your children will be following, as well as resources and suggestions for further activities at home. • You will need the following login credentials for our school: Username: st-mary-st6 Password: vision24-st6 	
Homework	<p>Daily Homework</p> <ul style="list-style-type: none"> • Children in Year 5 & 6 receive daily maths homework that will enable them to practise the 4 basic operations as well as apply these to reasoning questions. • Daily literacy homework will focus on spelling, vocabulary and grammar. <p>Weekly Homework</p> <ul style="list-style-type: none"> • Each week, <u>two</u> pieces of homework are set for the children to complete (no more than 30 minutes each piece). • Homework may be revision from a unit of work previously taught or it may be new learning for a unit or concept that will be followed up in class. • All children will receive a piece of Maths <u>or</u> English each week (this will take no longer than 30 minutes to complete). They will also receive <u>one</u> piece from either Science, History, Geography, Art, DT, French, Computing, PE or PSHE (these subjects will be rotated on a weekly basis). • Homework is handed out on a Thursday and due in the following Tuesday. <p>Reading Diaries</p> <ul style="list-style-type: none"> • Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week. <p>Spellings</p>	

	<ul style="list-style-type: none"> It is extremely important that spellings are practised regularly at home. The children are to use the Year 3/4 and 5/6 National Curriculum spelling guides. <p>Mental Maths/Times Tables</p> <ul style="list-style-type: none"> Times tables and mental maths skills are vital for your child's progress in maths. These should be practised regularly. TTRS is a great platform to practise times tables regularly, whilst having fun too!
Thank You	<p>We would like to thank you for your support. If you have any questions then please do not hesitate to contact Mrs Edwards via the office.</p> <p>Mrs Edwards, Mrs Bates & Mrs Zoumides</p>