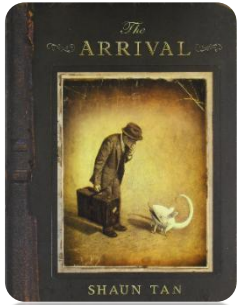












Curriculum Information - Year 5 & 6 - Summer 1

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|--|--|---|
| <p>Class Text</p> <p>'The Arrival'<br/>by Shaun Tan</p>  | <p><b>'The Arrival' by Shaun Tan</b></p> <p><i>'The reader's experience, as he or she tries to make sense of the unfamiliar scenes and strange images, parallels that of the emigrant, striving to understand without the aid of language. This extraordinarily accomplished piece of storytelling can be read and understood on many different levels.'</i></p> <p><b>The Guardian</b></p> <p>Shaun Tan's iconic and multi-award-winning modern classic deals with themes of immigration, hope and persistence.</p>   |    |
| <p>RE</p>        | <p><b>Unit I: Easter</b></p> <ul style="list-style-type: none"> <li>• Study the story of Easter from the perspective of Thomas.</li> <li>• Think about the reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead.</li> <li>• Learn about Easter and the promise of Eternal life.</li> </ul> <p><b>Unit J: Pentecost</b></p> <ul style="list-style-type: none"> <li>• Read two stories from the New Testament about the coming of the Holy Spirit.</li> <li>• Learn about the Gifts and Fruits of the Holy Spirit and how they are important in the lives of Christians.</li> </ul> <p><b>Our Values and Virtues: Eloquent and Truthful</b></p> <ul style="list-style-type: none"> <li>• Pupils are growing to be <b>eloquent</b> and <b>truthful</b> in what they say of themselves, the relations between people and the world.</li> </ul> |  |
| <p>English</p>  | <p><b>The Arrival</b></p> <ul style="list-style-type: none"> <li>• Write a newspaper article based on the events of 'The Arrival'.</li> <li>• Write a monologue from the perspective of one of the characters from the book.</li> <li>• Create a poem to show emotions from the back story of the illustrations of the book.</li> <li>• Grammar focus: first person, past and present tense, figurative language, adjectives, adverbs, short sentences, rhetorical questions, punctuation.</li> <li>• Focus on spellings: National Curriculum Y3/4 and Y5/6 lists.</li> </ul>  |   |

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| <p>Maths</p>        | <p><b>Textbook C (Year 5)</b></p> <ul style="list-style-type: none"> <li>• Geometry - Properties of Shapes</li> <li>• Geometry - Position and Direction</li> <li>• Decimals</li> </ul> <p><b>Textbook C (Year 6)</b></p> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Geometry - Properties of Shapes</li> <li>• Geometry - Position and Direction</li> </ul>   |   |
| <p>Science</p>      | <p><b>Light</b></p> <p><b>How does light allow us to see?</b></p> <ul style="list-style-type: none"> <li>• Recognise that light travels in straight lines.</li> <li>• Explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Explain why shadows have the same shape as the objects that cast them, using the idea that light travels in straight lines.</li> </ul>  |    |
| <p>History</p>    | <p><b>Local History (Victorians)</b></p> <p><b>Was life in Stoke-on-Trent better for wealthy or poor children during Victorian times?</b></p> <ul style="list-style-type: none"> <li>• Know how to draw a timeline with different historical events or lives of significant people.</li> <li>• Know how the lives of the wealthy people were different from the lives of the poorer people during this time.</li> <li>• Research to find answers to specific historical questions about our locality.</li> <li>• Know how our locality today has been shaped by what has happened in the past.</li> </ul> |  |
| <p>Computing</p>  | <p><u>Word Processing</u></p>   |   |
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### Key Learning

- To know what a word processing tool is for.
- To add and edit images to a word document.
- To know how to use word wrap with images and text.
- To change the look of text within a document.
- To add features to a document to enhance its look and usability.
- To use tables within MS Word to present information.
- To introduce children to templates.
- To consider page layout including heading and columns.

### French



### Visiting a town in France

- Name places in a town.
- Follow simple directions accurately.
- Describe the relationship between places using a preposition.
- Role-play buying tickets in French.
- Construct negative sentences correctly.
- Use a writing frame to give a reasoned opinion for visiting a place.
- Identify the grammatical elements of a text.
- Understand the gist of a text.
- Use a text to write their own description of a place.



### PE



### PE

- This half term, Y5/6 children will have a specialist Cricket lesson taught by 'Chance to Shine' Cricket organisation. This will be on Fridays.
- Please ensure that your child has their PE kit in school for this lesson.



### Music



### Music

- 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.
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### PHSE



### RSHE

- 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.

## Homework



### Daily Homework

- 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.

### Weekly Homework

- Each week, **two** 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 **or** English each week (this will take no longer than 30 minutes to complete). They will also receive **one** piece from either RE, Science, History, Geography, Art, DT, French, Computing, PE or PSHE (these subjects will be rotated on a weekly basis).

### Reading Diaries

- 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.

### Spellings

- 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.

### Mental Maths/Times Tables

- Times tables and mental maths skills are vital for your child's progress in maths. These should be practised regularly.
- Please encourage your child to practise their times tables using our '99 Club' resources on our school website.
- TTRS is a great platform to practise times tables regularly, whilst having fun too!

Thank You



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.

Mrs Edwards, Mrs Zoumides and Mrs Bates