



Literacy	<p>Where possible, our focus texts and writing opportunities will be linked to cross-curricular topics.</p> <p style="text-align: center;"><b><u>Fiction</u></b></p> <p>Pupils will write a Science Fiction story focusing on using cohesive devices. Pupils will write a suspense story using features that build tension.</p> <p style="text-align: center;"><b><u>Non-Fiction</u></b></p> <p>Recount – Pupils will write a newspaper report about the moon landing. Persuasive writing - Pupils will explore how persuasive writing can be adapted for different audiences and purposes. They will write a persuasive letter using emotive language. Informative writing – Pupils will create a space themed non-chronological report.</p> <p style="text-align: center;"><b><u>Poetry</u></b></p> <p>Performance poetry – Jabberwocky. Reverse poems – environmental theme linked to our Geography topic.</p> <p style="text-align: center;"><b><u>Spellings</u></b></p> <p>Words with ‘silent’ letters. Homophones and other words that are often confused. Words with the /i:/ sound spelt ei after c. Words containing the letter-string ough. Y5/6 Word list. See spelling homework booklet for weekly spellings.</p> <p style="text-align: center;"><b><u>Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Revision of Y3/4 GPS objectives</li> <li>• Using commas to separate elements of a sentence</li> <li>• Using commas to clarify meaning and avoid ambiguity</li> <li>• Linking ideas across paragraphs using linking adverbials to show time, place, number</li> <li>• Using Standard English forms of adverbs [e.g. –ly adverbs]</li> <li>• Using possessive pronouns and apostrophes to show possession</li> <li>• Using adverbs to comment on a whole sentence</li> <li>• Identifying conjunctions/prepositions, pronouns/determiners by how they are used</li> <li>• Introducing relative clauses that refer to a whole clause rather than a noun.</li> <li>• Writing conditional sentences; using modal verbs in conditional sentences</li> </ul>	Mathematics
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*Maths lessons this term will cover the following objectives:*

**Place Value:**

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across 0
- Solve number and practical problems that involve all of the above

**Addition, Subtraction, Multiplication & Division:**

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the 4 operations
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Use BIDAMS and understand the correct order of operations using brackets.
- Use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.

**Fractions & Decimals:**

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions >1
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- Multiply one-digit numbers with up to 2 decimal places by whole numbers

**Algebra:**

- Express missing number problems algebraically
- Use simple formulae

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Education</p>	<p style="text-align: center;"><b><u>Domestic Church – Family: Loving</u></b> <i>God who never stops loving</i></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• The love and care of people</li> <li>• God’s love is unconditional and never ending</li> </ul> <p><b><u>Baptism / Confirmation – Belonging: Vocation and Commitment</u></b></p> <p style="text-align: center;"><i>The vocation of priesthood and religious life</i></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• Commitment in life</li> <li>• The vocation to the priesthood and religious life</li> </ul> <p><b><u>Advent / Christmas – Loving: Expectations</u></b></p> <p style="text-align: center;"><i>Jesus born to show God to the world</i></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• The meaning of expectation</li> <li>• Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus</li> </ul> <p style="text-align: center;"><b><u>Other Faith – Judaism</u></b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Education</p>	<p style="text-align: center;"><b><u>Athletics - Running</u></b></p> <p>Pupils will explore how to use their bodies to sprint or to running for distance.</p> <p style="text-align: center;"><b><u>Basketball</u></b></p> <p>Pupils will consolidate their ability to use passing, dribbling, and moving skills to keep possession and score.</p> <p style="text-align: center;"><b><u>Dodgeball</u></b></p> <p>Pupils will consolidate their understanding of attacking and defensive tactics during a game.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p style="text-align: center;"><b><u>Biomes</u></b></p> <ul style="list-style-type: none"> <li>- Pupils will learn the term ‘Biome’ and why different areas on earth have different climates and features. <ul style="list-style-type: none"> <li>- They will understand the terms <i>longitude</i> and <i>latitude</i> and be able to describe the climates in different areas using geographical language.</li> </ul> </li> <li>- Maps and graphs will be used to compare/contrast tropical rainforests with temperate deciduous forests. <ul style="list-style-type: none"> <li>- Pupils will learn about the flora and fauna found within 2 contrasting biomes and be able to explain how and why these have adapted.</li> <li>- They will be able to categorise and explain the importance of goods and services taken from the rainforest and understand what is meant by deforestation and its impact on the rainforest both from a physical and human point of view.</li> </ul> </li> <li>- They will also learn how we can use the rainforest sustainably.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p style="text-align: center;"><b><u>Crime &amp; Punishment</u></b></p> <ul style="list-style-type: none"> <li>- Pupils will learn the terms ‘crime’ and ‘punishment’ and how societies’ views have changed over time. <ul style="list-style-type: none"> <li>- They will recognise similarities and differences between what is considered a crime and identify how the level of severity of punishment has changed.</li> </ul> </li> <li>- Pupils will begin to understand how the tolerance and attitudes towards crime and punishment are linked with changes in different societies and can be linked to social status within the historical periods. <ul style="list-style-type: none"> <li>- Children will be able to consider the scale of punishment assigned to similar crimes over time and evaluate the impact and fairness of the punishment levied.</li> </ul> </li> <li>- Finally, pupils will bring their learning together to be able to analyse how the nature and impact of crime and punishment has changed over time.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p style="text-align: center;"><b><u>Syncopation</u></b></p> <p>Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: Pulse, rhythm, melody, listening and appraising, performing, singing and composition. These lessons will be led by Tardis Education.</p> <p>Pupils will also take part in singing lessons with Mr Richardson.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p><b><u>Computing Systems and Networks - Communication</u></b></p> <p>Pupils will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.</p> <p style="text-align: center;"><b><u>Creating Media</u></b></p> <p>This unit introduces pupils to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p style="text-align: center;"><b><u>Animals including Humans</u></b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p style="text-align: center;"><b><u>Electricity</u></b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>- Recognise circuit symbols in a simple circuit- identify the simple circuit used in a hand torch</li> <li>- Recognise electric current is measured in amperes, current is a flow of charge</li> <li>- Associate the brightness of a lamp or volume of a buzzer with the potential difference in a circuit</li> <li>Investigate the brightness of a bulb if the PD is increased or the number of bulbs increased in a series circuit</li> <li>- Investigate how the length of wire affects the brightness of a bulb.</li> <li>- Potential difference is measured in volts</li> <li>- Resistance, measured in ohms, as the ratio of potential difference (p.d.) to current</li> <li>- Differences in resistance between conducting and insulating components (quantitative)</li> <li>- Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects</li> <li>- The idea of electric field, forces acting across the space between objects not in contact.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design Technology</p>	<p style="text-align: center;"><b><u>Art – Drawing: Posters</u></b></p> <p>Pupils will use powerful messages and portraits of significant people to develop propaganda posters. Through the scheme of learning they will develop skills of drawing block letterings, vectorising portraits, and merging these components together to create a visually striking composition. They will build upon their skills of pencil control, composition, line and colour.</p> <p style="text-align: center;"><b><u>Design Technology: Kitchen – Vegetable Curry</u></b></p> <p>Pupils will build on their knowledge of cultural influences on the Great British Menu and eating seasonally. Adapting recipes to change the appearance, taste, texture and aroma. Using their previous knowledge of numeracy for measurement and irreversible change linked to science, eating well and staying healthy in PSHE.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<p style="text-align: center;"><b><u>Unit 1: Me, My Body, My Health</u></b></p> <p>Pupils will focus on their gifts and talents, girls bodies, boys bodies, spots and sleep.</p> <p style="text-align: center;"><b><u>Unit 3: Emotional Well-Being</u></b></p> <p>Pupils will focus on body image and peculiar feelings.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<p style="text-align: center;"><b><u>Unit 1 – House Descriptions</u></b></p> <p>Pupils will focus on different rooms inside and outside of the house. Describe these rooms and their ideal house and bedroom.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Events / Trips / Important Dates</p>	<p>NSPCC Workshop – Wednesday 20<sup>th</sup> September</p> <p>Y6 Class Liturgy – Thursday 5<sup>th</sup> October</p> <p>RAP Event at South Shields Fire Station – Tuesday 10<sup>th</sup> October</p> <p>Robinwood Residential – Monday 16<sup>th</sup> to Wednesday 18<sup>th</sup> October</p> <p>First Aid Workshops – Thursday 19<sup>th</sup> October</p> <p>INSET day – Friday 20<sup>th</sup> October</p> <p>W.C 23<sup>rd</sup> – 27<sup>th</sup> October – HALF TERM</p> <p>Mass in Church – Wednesday 1<sup>st</sup> November (10am)</p> <p>Parents’ Meetings - Tuesday 28<sup>th</sup> &amp; Wednesday 29<sup>th</sup> November</p> <p>Mass / Christmas Service in Church – Thursday 21<sup>st</sup> December (2pm)</p> <p>Break up for Christmas Holidays – Friday 22<sup>nd</sup> December</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Information</p>	<p>Ideally the children will read at least 1 book each week this term and complete the accompanying quiz. To ensure our class library has a good selection for the children to choose from, please ensure books are returned to school after they have been read. Please encourage children to learn and revise spellings, times tables and mental arithmetic for their weekly tests. Please check the children have everything they need for school i.e. PE kit, water bottles, and that they complete their homework on time.</p> <p>PE kit – children are to wear their PE kit on their PE days (Monday and Wednesday)</p> <p>Mental maths and spelling tests are every Friday and homework will be given out on a Friday to be completed by the following Friday please.</p>