

## Year 5 & 6 Spring Term

The following table allows you to see, at a glance, our main learning for this term:

Topic	Ancient Egyptians
Subject	Main Learning Focus
English	<p><b>Narrative writing:</b> Examining 'The Viewer' by Gary Crew. Discussing and analysing the text and images in the book. Decoding the themes and the characters within the book. Short writing activities which include setting descriptions and character descriptions. Planning, modelling, scaffolding and then independently writing a sequel to 'The Viewer' based on discussions around the original text.</p> <p><b>Explanation text:</b> Examining different explanation texts based on Wallace and Gromit's Cracking Contraptions. Examining features of explanation texts and their structure. Focusing on subheadings and questioning within the text. Planning, modelling and scaffolding and then independently writing an explanation text to discuss the importance of mummification, which is linked to our topic of Ancient Egypt.</p> <p><b>Grammar focus:</b> modal verbs, prepositions, passive voice, adverbial starters, multi-clause sentences, parenthesis, rhetorical questions, ellipsis.</p> <p><b>Formal letter writing:</b> We are going to explore the use of formal and informal language through learning about the findings of Egyptologists and the debate over the repatriation of ancient artefacts to their country of origin. We will analyse the use of media and the variety of ways to report on key events through drama activities, discussing methods of persuasion and unbiased reporting. Our main writing focus will be on the features of formal letter writing in order to plan, draft and edit a letter based on the events around Howard Carter's discovery of the tomb of Tutankhamun.</p>
Maths	<p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>Continuing learning about fractions, decimals and percentages by learning about finding a fraction and a percentage of an amount.</li> <li>Algebra covers finding a rule, forming expressions, substitution, formulae, forming and solving equations and finding pairs of values.</li> <li>Geometry: Position and Direction - the four quadrants, translation and reflection</li> <li>Converting units: metric measures, miles and kilometres, imperial measures</li> <li>Area, perimeter and volume: including the area of triangles and parallelograms and the area of a cube</li> <li>Ratio and proportion: ration and fractions, the ratio symbol, calculating ratio, using scale factors, calculating scale factors and ratio and proportion problem solving</li> <li>Statistics: reading, interpreting and drawing line graphs, circles, reading and interpreting pie charts and drawing pie charts using percentages.</li> </ul> <p><b>Year 5</b></p> <p>The children will be developing their skills in the following areas through a variety of varied fluency, reasoning and problem solving:</p> <ul style="list-style-type: none"> <li>Multiplication using area models and written methods: Multiplying 2 by 1, 3 by 1 and 4 by 1 digit. Multiplying 2 by 2, 3 by 2 and 4 by 2.</li> <li>Division using partitioning and short (bus stop method): 2 by 1, 3 by 1, 4 by 1 and with remainders.</li> <li>Fractions: Equivalent fractions; fractions greater than 1; mixed numbers to improper fractions and vice versa; comparing fractions, ordering fractions; adding and subtracting fractions and mixed numbers and Multiplying fractions.</li> <li>Decimals: to 2 decimal places; decimals as fractions; thousandths as decimals; rounding and order decimals.</li> <li>Percentages: Understanding percentages; percentage into fractions and decimals.</li> </ul>
Science	<p><b>Working scientifically in all science topics to explore ideas &amp; raise different questions; select and plan scientific enquiries.</b></p> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>To know the names and positions of bones within the skeletal system and be able to explain its functions.</li> <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>Planning and conducting a fair test on the impact exercise has on our respiration rate.</li> <li>Recognise the impact that lifestyle choices have on the way your body functions.</li> </ul> <p><b>Classifying Organisms:</b></p> <ul style="list-style-type: none"> <li>Grouping organisms based on their characteristics.</li> <li>Developing and using a classification key to identify groups of plants, mammals, insects and birds.</li> <li>Examining famous scientist: Carl Linnaeus and his classification system.</li> <li>Examining micro-organisms and grouping them according to characteristics.</li> <li>Identifying organisms in the local area.</li> <li>Conducting and writing a fair test on the conditions needed for the growth of mould, to include a results table and conclusion.</li> </ul>
RE	<p><b>Belief in our community:</b> To find out about the beliefs of religious and non-religious communities in our area.</p> <ul style="list-style-type: none"> <li>To consider ways in which belonging to a religious community can help people.</li> <li>To find out the impact that faith and belief have on inspirational figures.</li> </ul>

	<ul style="list-style-type: none"> <li>To consider the difficulties of religious groups living within non-religious communities.</li> <li>To compare the different ways that people commit to different organisations.</li> <li>To think about what makes it difficult to live our lives according to our own beliefs.</li> </ul>
<b>Computing</b>	<p><b>E- safety</b></p> <ul style="list-style-type: none"> <li>linked to 'Safer Internet Day' on 9<sup>th</sup> February 2021 / ACE scheme and using Starz./ travel blog.</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Use of technologies required for home learning: Office 365, Word, Ppt, OneNote, OneDrive, Teams etc.</li> <li>We are documentary film makers - Create a travel advert / documentary encouraging tourists to visit Egypt.</li> <li>Keyboard skills and Touch Typing (Typing.com).</li> </ul> <p><b>Programming and Debugging</b></p> <ul style="list-style-type: none"> <li>Sessions assigned on Code.org that consists of several sessions that build on the last and increase in difficulty; children solve puzzles using a range of coding and debugging skills.</li> </ul>
<b>PSHE</b>	<p><b>Well-being</b></p> <p>Mindfulness and Me with a focus on: What mindfulness and how it can help our mental Health. The children will explore positive, neutral and negative emotions as well as ways to relax and keep a healthy mind.</p> <p><b>Drug Education.</b></p>
<b>Art and DT</b>	<p><b>Art</b></p> <p>Egyptian Art and Craft Activities including: designing a death mask, making a cartouche, creating a pyramid and silhouette painting.</p> <p><b>DT</b></p> <p>Designing and making an Ancient Egyptian Shaduf (water well).</p>
<b>History and Geography</b>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Egypt in time and place using atlas skills to locate features of interest on a map of Egypt and chronology skills.</li> <li>The importance of the River Nile &amp; Farming to both the Ancient and modern-day Egyptians.</li> <li>Geographical features of the river system; the mummification process and afterlife beliefs.</li> <li>The god and goddesses and their importance to the people of Ancient Egypt.</li> <li>The pharaohs of Egypt and social structure.</li> <li>The pyramids and tomb building as well as Egyptian Reading and Writing.</li> <li>Tutankhamun and Howard Carter.</li> </ul>
<b>Music</b>	<p>As musicians, children will work on graphic score notation based on a Journey Along the River Nile. They will learn how to read the scores effectively and see how the different types of graphic scores work. They will work on writing their own graphic score compositions ready to perform with instruments in the second part of the term. They will evaluate and make improvements to their work by reflecting on their recordings.</p> <p>The children have access to the BBC ten pieces site which has weekly links to video and activities.</p>
<b>PE</b>	<p><b>Weekly</b> 'Staying Healthy' activities operated in conjunction with Hunts School Sports Partnership: Healthy Lifestyle, Aerobic fitness and Dance; Also encouraging use of regular participation in 'PE with Joe Wicks' online lessons.</p>
<b>Spanish</b>	<p><b>The Weekend:</b></p> <p>To discuss and examine what we like to do at the weekend, what activities there are, places to go, different people to see, where we go for a short vacation through:</p> <ul style="list-style-type: none"> <li>Listening attentively to spoken language and show understanding by joining in and responding.</li> <li>Exploring the patterns and sounds of language through songs and rhymes.</li> <li>Linking the spelling, sound and meaning of words.</li> <li>Engaging in conversations; asking and answering questions; expressing opinions and responding to those of others.</li> <li>Writing in Spanish using the correct grammar and tense for the piece.</li> </ul>
<b>Events</b>	<p>Bike-ability for Y5: 08.03.21- Postponed due to school closure. New provisional date: 19.04.21</p>