

<p style="text-align: center;"><b><u>English</u></b></p> <p>Our core texts for this term will be Flood by Alvaro F. Villa and Floodlands by Marcus Sedgewick.</p> <p>We will focus on mastering</p> <ul style="list-style-type: none"> <li>• A range of punctuation, including dashes and brackets</li> <li>• Paragraphing</li> <li>• Manipulating text structure and language for effect</li> <li>• Writing for different audiences and purposes</li> </ul> <p>Spelling will be taught each day including statutory words and any catch up spellings from previous years.</p> <p>Each week the children will also participate in shared and guided reading sessions in which we look closely at a range of texts and author devices.</p> <p>The children will also have opportunities to write for different audiences and purposes across other curriculum areas to practise and apply their skills.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Decimals (involving the four operations)</li> <li>• Geometry - Properties of Shape</li> <li>• Geometry - Position and Direction</li> <li>• Measurement - Converting Units</li> <li>• Statistics</li> </ul> <p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Statistics</li> <li>• Geometry-Properties of Shape</li> <li>• Geometry- Position and Direction</li> <li>• Measurement - Converting Units</li> <li>• Algebra</li> </ul> <p>Through each area taught, children will have opportunities to solve number and practical problems that involve all of the above. This will ensure that children develop a deeper understanding of concepts.</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Nature Library</u></b></p> <p>Children will build on their knowledge of living things from previous years and deepen their understanding of why and how organisms are classified. They will explore the process of classification and become aware of the types and characteristics of organisms .</p> <p>They will devise their own systems of classification and learn about how Linnaeus developed the system for classifying all living things using their observable characteristics.</p> <p>When working scientifically, children will use observations and secondary source material to help classify living things, record plants and animals in the school environment and use evidence to support or refute ideas.</p> <p>They will use a range of approaches to present and communicate their findings to others including questioning themselves and their peers, evaluating the strength of evidence used to support arguments.</p> <p><b><u>Marvellous Mixtures</u></b></p> <p>Children will develop their knowledge and understanding of how different mixtures of solids and liquids might be separated. They will explore how the rate at which solids dissolve can vary, investigating variables that might make a difference. They will use their knowledge of separating mixtures in solving a number of real worldbased enquiries, which require them to apply their growing subject knowledge to an unusual context.</p> <p>When working scientifically, children will plan different types of enquiries to answer questions, recognising and controlling variables where necessary. They will use a range of science equipment with increasing accuracy and precision, and use a variety of ways to report and present their findings to an audience.</p>
<p style="text-align: center;"><b><u>History &amp; Geography (Humanities)</u></b></p> <p>This term we are looking at Anglo-Saxons and the Scots.</p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Identify and give reasons for, results of, historical events, situations, changes</li> <li>• Regularly address and sometimes devise historically valid questions</li> </ul> <p><b><u>Geography</u></b></p> <p>This term we will focus on identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Through our work on the Anglo-Saxons and Scots we will investigate human 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 .</p>	<h1>Curriculum Newsletter</h1>  <p><b>Falcon Class</b></p>	<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p>This term we are looking at...</p> <ul style="list-style-type: none"> <li>• How people show their beliefs in action?</li> <li>• Why is community and equality important to Sikhs?</li> <li>• What is the Kingdom of God and what do Christians believe about the afterlife?</li> </ul>
<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p>We will be looking at a range of sports including Cricket and Rounders.</p> <ul style="list-style-type: none"> <li>• Able to combine basic skills including striking and fielding.</li> <li>• Use a variety of techniques for throwing and catching and using a bat.</li> <li>• Play in different positions</li> <li>• Select and apply skills in game situation with some consistency</li> </ul> <p>We will be competing in virtual competitions with other schools in our area. Children will be opportunities to practice their skills prior to competing.</p>	<p style="text-align: center;"><b><u>Personal, Social, Citizenship &amp; Health Education</u></b></p> <p>We will continue with our work using No Outsiders books as a stimulus for thinking about emotions and in preparation for moving on to secondary school for our Year 6 children. Children will have time to consider their worries and how we deal with these.</p> <p>This term we will also be completing their SRE sessions. Year 5 children will discuss and learn about ?</p> <p>Year 6 children will discuss and learn about ?</p>	<p style="text-align: center;"><b><u>French</u></b></p> <p>This term, in French, we will continue to build on previous language and revise on previous learning.</p>
<p style="text-align: center;"><b><u>Music</u></b></p> <p>The artists we are focusing on this term are Bill Withers and</p> <p style="text-align: center;">Through their music, we will...</p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate music using musical vocabulary.</li> <li>• Perform using notations</li> <li>• Sing and use their understanding of meaning to add expression.</li> <li>• Maintain their part whilst others are performing their part.</li> <li>• Use a Glockenspiel to perform our own interpretation of the music.</li> <li>• Research and learn about the history of the style of music and the artists history and influences.</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b><u>Logo</u></b></p> <p>Link to Maths (Position and Direction) children will learn how to use code to direct and manipulate movement. They will use and evaluate a range of coding programs to identify which systems and processes are the most effective.</p> <p><b><u>Animation</u></b></p> <p>Evaluate a range of animations and animation techniques. Plan, create, edit and produce an animation.</p> <p><b><u>Effective Searching</u></b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p style="text-align: center;"><b><u>Design Technology and Art</u></b></p> <p style="text-align: center;"><b><u>Textiles</u></b></p> <p>Linking to our History and English units, the children will be creating their own flag.</p> <p>They will...</p> <ul style="list-style-type: none"> <li>• Use a range of examples to inform their design and plans.</li> <li>• Thinking about culture, society and budget, they will adapt their plans to meet a given set of criteria.</li> <li>• They will learning different decorative stitches and sew accurately with even regularity of stiches.</li> <li>• They will evaluate and present their final designs.</li> </ul>