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| <p>Class Text</p> <p>'Oranges in No Man's Land' by Elizabeth Laird</p> | <p>'Oranges in No Man's Land' by Elizabeth Laird</p> <p>Our class text this half term is 'Oranges in No Man's Land' by the author Elizabeth Laird.</p> <p><i>This was my chance. I slipped under the chain and bolted, running into no man's land as fast as my flip-flops would let me.</i></p> <p>We will be using this text to help us with our literacy work, particularly with our narrative writing. We will be focusing on the characters' actions, thoughts and emotions, helping us to write from their points-of-view. We will also be using our class text for drama lessons.</p> |  |
| <p>RE</p>  | <p>Easter</p> <ul style="list-style-type: none"> In this unit, we will be learning about the Church's celebration of Easter through the Easter Vigil. We will be learning about the Church's belief in eternal life through the Easter Story and the Story of Ascension of Jesus into Heaven. <p>Pentecost</p> <ul style="list-style-type: none"> The children will be gaining a greater insight into the Church's belief in the Holy Spirit. We will also be exploring the Christian belief in the Holy Trinity and prayer and devotion to the Holy Spirit. |   |
| <p>English</p>  | <p>Oranges in No Man's Land - Writing Opportunities</p> <ul style="list-style-type: none"> Informal letter Showing character through dialogue Newspaper report - Civil war Metaphor poetry | |
| <p>Maths</p>  | <p>Year 5 (Textbook C):</p> <ul style="list-style-type: none"> Unit 12: Geometry - Properties of Shape Unit 13: Geometry - Position and Direction Unit 14: Decimals <p>Year 6 (Textbook C):</p> <ul style="list-style-type: none"> Unit 13: Geometry - Properties of Shape Unit 14: Geometry - Position and Direction Unit 15: Problem Solving | |

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| <p>Science</p>  | <p>Animals Including Humans</p> <p>How different will you be when you grow old?</p> <ul style="list-style-type: none"> • Know the changes as humans develop to old age. |  |
| <p>History</p>  | <p>Vikings</p> <p>Why were the Vikings such successful raiders and invaders?</p> <ul style="list-style-type: none"> • We will be exploring the concepts of <i>continuity and change</i> and <i>cause and consequence</i> in this unit of work. • Know that Britain was invaded on more than one occasion. • Know that the Anglo-Saxons and the Vikings were often in conflict. • Know how to use a timeline to show when the Viking raids started. • Show a map where the Vikings came from and where they invaded our country. • Know why the Vikings often overpowered the Anglo-Saxons. • Know that many Vikings came to our country as peaceful farmers. |  |
| <p>Art</p>  | <p>Architecture</p> <p>Dream Big or Small?</p> <ul style="list-style-type: none"> • Know that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. • Know that we can make creative choices which both serve ourselves as individuals and the communities we belong to. • Know that we can use form, structure, materials and scale to design innovative buildings. • Know that we can build architectural models to test out our ideas and share our vision. |  |
| <p>Computing</p>  | <p>Unit 5.3: Spreadsheets</p> <ul style="list-style-type: none"> • To use formulae within a spreadsheet to convert measurements of length and distance. • To use a spreadsheet to model a real life problem. • To use spreadsheet tools to investigate probability. • To use the count tool to answer hypotheses about common letters in use. |  |

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| | Unit 5.7: Concept Maps <ul style="list-style-type: none"> To understand the need for visual representation when generating and discussing complex ideas. To understand the uses of a 'concept map'. To understand and use the correct vocabulary when creating a concept map. To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience. | |
| French  | Francais French Speaking World <ul style="list-style-type: none"> Read and understand a range of sentences including directions. Recognise and respond to directions. Form directional phrases accurately by applying grammatical rules. Ask, answer questions and seek clarification. Apply language detective strategies to work out meaning in spoken and written sources. |  |
| PE  | PE <ul style="list-style-type: none"> Children will change for PE lessons in school. Therefore, children are expected to come to school, wearing their normal school uniform, every day, with their PE kits in school from Monday to Friday. |  |
| Music  | Music <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. |  |
| PHSE  | Dreams and Goals <ul style="list-style-type: none"> I understand that I will need money to achieve some of my dreams. I know about a range of jobs carried out by people I know. I can identify a job I would like to do when I grow up and understand what motivates me. I understand what I need to do to achieve my goals. I know my learning strengths and can set challenging but realistic goals for myself. I can work out the learning steps needed to take to reach my goals in life. I can work with other people to help make the world a better place. |  |

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| | RSHE <ul style="list-style-type: none"> We will be following the Ten:Ten 'Life to the Full' programme for RHSE. | |
| 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, 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 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. 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  | <p>We would like to thank you for your support. If you have any questions then please do not hesitate to contact Mr Zoumides via the school office.</p> <p>Mr Zoumides, Mrs Bates, Mrs Hartley and Mr Gibson</p> | |