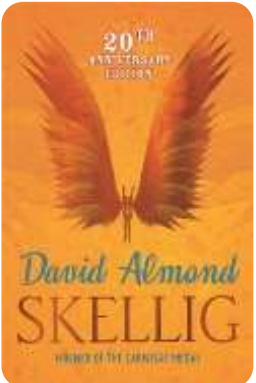




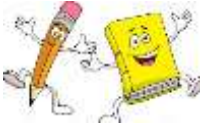
















<p>Class Text</p> <p>'Skellig' by David Almond</p>	<p>'Skellig' by David Almond</p> <p><i>Michael steps into the crumbling garage. What is this thing beneath the spiders' webs and dead flies? A human being, or a strange kind of beast never seen before? The only person Michael can confide in is Mina. Together, they carry the creature into the light, and Michael's world changes for ever...</i></p> <p>Dealing with themes of friendship, healing and a belief in the impossible, Skellig's true nature will open some challenging debates in class this half term and close reading of David Almond's powerful text will enrich our very own writing.</p> <p>We will be using our class text to help us with reading comprehension and inference in our guided reading sessions.</p>	
<p>RE</p> 	<p>Unit A: Creation</p> <p>We will be comparing the two stories of Creation from the Book of Genesis. We will be discussing the need to acknowledge and respect the image and likeness of God in others and how the teachings of Jesus in the Beatitudes is a challenge to do this. Finally, we will also be understanding how the story of Creation is a way of explaining the reality of God as Creator.</p> <p>Unit E: Baptism</p> <p>Through this unit of work, we will be exploring the role of John the Baptist in the Baptism of Jesus. There will also be opportunities for in-depth studies of the signs, symbols and prayers associated with the Sacrament of Baptism.</p> <p>Values and Virtues: Curious and Active</p> <ul style="list-style-type: none"> We want to be curious about the universe and all human activity, and to take increasing responsibility for our own learning. We want to take opportunities to be active in the life of the school, the Church and the wider community. 	  
<p>English</p> 	<p>Skellig</p> <ul style="list-style-type: none"> Build tension, using techniques used by the author such as short sentences, questions, negative adjectives and maintaining anonymity. Plan a meal that would truly delight Skellig, using what we know about his eating habits. Write a poem, communicating Skellig's character, through his possessions. 	

	<ul style="list-style-type: none"> • Write a discursive report, on a chosen topic, examining both sides of the argument. • Grammar focus: figurative language, adjectives, adverbs, short sentences, rhetorical questions, punctuation. • Focus on spellings: National Curriculum Y3/4 and Y5/6 lists. • Guided reading texts: 'Skellig' by David Almond. 	
<p>Maths</p> 	<p>Year 5 (Textbook A):</p> <ul style="list-style-type: none"> • Unit 1: Place Value within 1,000,000 (1) • Unit 2: Place Value within 1,000,000 (2) • Unit 3: Addition and Subtraction • Unit 4: Multiplication and Division (1) <p>Year 6 (Textbook A):</p> <ul style="list-style-type: none"> • Unit 1: Place Value within 10,000,000 • Unit 2: Four Operations (1) • Unit 3: Four Operations (2) • Unit 4: Fractions (1) 	
<p>Science</p> 	<p>Forces</p> <p>Do forces all rely on solid contact?</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
<p>History</p> 	<p>The Mayas</p> <p>Why are the Mayas remembered today?</p> <ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Know how an event/events from the past have shaped our lives today. • Know how to draw a timeline with different historical periods showing key historical events or lives of significant people. 	
<p>Design and Technology</p> 	<p>Pulleys and Gears</p> <p>Could you help build a Mayan pyramid?</p> <ul style="list-style-type: none"> • Know what a machine is. • Know what pulleys and gears are and how they might be used in a variety of machines. • Discuss how these inventions change our lives. • Design, make and evaluate a chosen product based against set criteria. 	

	<ul style="list-style-type: none"> • Explain where to place different types of adjectives in relation to the noun. • Use familiar language to speak in sentences. • Attempt to build accurately-written sentences using a model. 	
<p>PE</p> 	<p>Swimming</p> <ul style="list-style-type: none"> • This half term, children in Year 5 & 6 will have swimming lessons on Mondays. • Please check that your child has the correct swimming kit. 	
<p>Music</p> 	<p>Music</p> <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. <p>Year 5 Music Texture and Ukuleles - We will begin the term singing songs with different textures and begin to understand how chords are constructed. We will start learning to play chords on the ukuleles and accompany songs on the beat with a crotchet strumming pattern.</p> <p>Year 6 Music Gospel Music - Through singing, we will learn excerpts of several gospel songs and explore their heritage and future influence on the Blues singers of the 1920s, to begin our learning journey through the 20th century commercial music world. We will work in small groups to arrange the music of a gospel song to suit our instrumental playing skills and perform our arrangements to the class.</p>	
<p>PHSE</p> 	<p>Being Me In My World Am I One in a Million?</p> <ul style="list-style-type: none"> • I can face new challenges positively and know how to set personal goals. • I understand my rights and responsibilities as a British citizen and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. <p>RSHE</p> <ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none"> You will need the following login credentials for our school: Username: st-mary-st6 Password: vision24-st6 	
<p>Homework</p>	<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 RE, 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. We will occasionally set one piece of homework on Microsoft TEAMS to further develop the children's computing skills. <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! 	
<p>Thank You</p> 	<p>We would like to thank you for your support. If you have any questions then please do not hesitate to contact the Year 5/6 team via the office.</p> <p>Mr Zoumidis, Mrs Bates and Mrs Hartley</p>	