

Maths

Y5 and 6 will focus on:

- Decimals
- Volume

Y4 will focus on:

- Money
- Shape
- Statistics
- 7 times tables

Times tables are of vital importance in all aspects of maths work in school. Please encourage your child to access games on the TT Rockstars website to help their rapid recall of multiplication and division facts related to times tables.

Zones of Regulation

Children will continue to explore different ways in which we can help ourselves and each other regulate emotions.

Science – Living Things and Their Habitats.

Throughout this unit the children will:

- Group living things.
- Classify vertebrates.
- Conduct an invertebrate hunt in our local environment.
- Use and create their own classification key.
- Conduct a local habitat survey, recognising positive and negative changes to the environment,
- Describe environmental dangers to endangered species.

Computing – Unit 5.7 Concept Maps

Throughout this unit of work children will:

- Understand the need for visual representation when generating and discussing complex ideas.
- Understand the uses of a 'concept map'.
- Use the correct vocabulary.
- Create an original concept map.
- Understand how one can be used to create stories.
- Create a collaborative map.

Project Evolve: Y5 Copyright and ownership

Class Three 'Hunted' Summer 2 2024

History – The Achievements of the Earliest Civilisations

Enquiry question: How did the Ancient Egyptian civilisation end?

Substantive concept: Society, Power, Economy and innovation.

Leisure and entertainment

Throughout this unit of work children will:

- Learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt.
- Compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them.
- Explore what daily life was like in each civilisation, depending on your social status, gender and age.

DT – Digital World – Mindful Moments.

Throughout this unit of work children will:

- Analyse existing timers.
- Create a design based on a customers brief.
- Programme a microbit to create a timer.
- Design and create a prototype of the product that will house the timer.
- Use CAD to create a logo and develop my brand identity.
- Hold an exhibition of products.

PSHE

Year 4: Working world – Chores at home.

Year 5/6: Growing and Changing – Puberty.

Music – Star Warts.

During this unit of work the children will:

- Practise songs from the production.
- Develop group parts.
- Develop solo singing.
- Learn actions and dances associated with the songs.

PE

On Tuesdays, children will be developing their Net Games skills following coaching from Mr Dow.

On Fridays, children will work on their Dance skills with WLSP.

Spanish – Descriptive skills

Children will be developing their descriptive skills working through units such as: Around town, food and toys.

English

Y5 & Y6: Stories from Other Cultures and Debate.

Y4: Stories with a Theme, Poems with a Structure and Information Booklets.

Grammar

Y5 and Y6: Adverbials for cohesion within and across paragraphs
Modal verbs for possibility
Adverbials to indicate degrees of Possibility.

Y3/ Y4 Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Create expanded noun phrases. Use perfect verb form of verbs using have and has to indicate a completed action. Identify, select and use determiners. Explore, identify, collect and use noun phrases. Use nouns for precision

All children follow a focused spelling programme which is based on a two weekly cycle.

All children will also have a daily Reading session focusing on vocabulary and comprehension skills.

A short daily handwriting session in a foundation subject.

RE – Belief in our Community

During this unit of work the children will:

- Find out about different beliefs in our local area.
- Consider ways in which belonging to a religious community helps people.
- Research the impact faith and beliefs had on the lives of inspirational figures.
- Consider the difficulties religious people face in non-religious communities.
- Consider what makes it difficult to live life according to our own beliefs.