

Term 5

THE ACTIVISTS

17th April – 26th May



Over the next term our theme will be **Greta and the Giants**

Our focus of Powerful Knowledge will be based upon the reoccurring themes of:

Human Environments:

- Land use/Settlements
- Interdependence and sustainability: understand the interaction between physical and human processes

Physical World

- Understand how climate change impacts the world

Human environments

- Understand how human and physical processes interact to influence and change landscapes, environments and the climate.

Curriculum Coverage

English & Destination Reader

Greta is a little girl who lives in a beautiful forest threatened by Giants. When the Giants first came to the forest, they chopped down trees to make houses. Then they chopped down more trees and made even bigger homes. The houses grew into towns and the towns grew into cities, until now there is hardly any forest left.



Maths

Over the coming term we will be covering the following: Long division

- Long multiplication
- Co-ordinates including translation and reflection.
- SATs style problem solving in all areas.

Geography

This term we will be studying Greta Thunberg and her influence on our attitude to climate change. They will find out how climate change is shaping our world and our country, now and over thousands of years. Human

Environments:

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DT

We will be doing a DT project designing and making a mechanical toy. The children will be coming up with their own design for a wooden moving toy, measuring out wood, sawing it

and assembling it all together. The children will be learning to understand that the mechanism in an automata uses a system of cams, axles and followers as well as how different shaped cams produce a different output (movement of their toy).

Computing

Big Data unit –

This unit will look at understanding how barcodes and QR codes were created and are used. The children will also be making their own QR codes. They will also be learning how infrared signals and RFID works. Also we will be learning how real-time data can be inserted into a spreadsheet and how we analyse data.

Science

in Science we will be studying Electricity and investigating circuits where they will be representing circuits in diagrams and changing aspects of the circuit; conductors and insulators and safety.

PE

In PE will be using our PE scheme of work 'Real PE', focusing on the 'Physical Skills Cog' which targets confident and accurate movements, specifically in jumping and landing. We also hope there will be some brighter weather so play teams sports outside on the field/playground!

RE

In RE we will be covering the unit '2 How does faith help people when life gets hard?'. We will continue to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. We will be focusing on what religious people do in their faith to help them with their life problems and tricky times. We will hopefully have a visitor who will tell us what it's like being a priest in a hospice.

Music

Our focus this term will be on the genre of Jazz and the Blues. Listening, sharing and evaluating that genre of music and focusing on Eric Clapton as a case study.

KEY INFORMATION

Forest School –Magnolia Class (Mrs Baker)

Swimming –Blackthorn Class (Mrs Buss)

6 Love Sports –Elder Class (Miss Barber)

These sessions will run on a **Thursday afternoon**, so they will need to bring their forest school kits, PE kits or swimming kits (including swimming hats) to school to get changed into after lunch. Please make sure all kits are named.

Named PE kits to be brought in during the first week back please.

Home Learning

Reading – aiming for at least 10 minutes a day.

Times Tables Practice – we send home a practice sheet every week for a test at the end of the school week.

Rollama – a new scheme, where your child logs in to the website (<https://www.rollama.com/login/>) and this is a fantastic Grammar revision source: A llama-themed universe of mini-games for spelling, punctuation, and grammar, with medals, tracking, assignments, differentiation, and more!



Home Learning Projects:

Here are some ideas for a project to choose from over this term:

Research Greta Thunberg:



DATES FOR YOUR DIARY

17.4.2023 - First day back for children

1.5.2023 – May Bank Holiday

8.5.2023 – Additional Bank Holiday for the Coronation of King Charles III

29.5.2023 – 2.6.2023 – May half term

5.6.2023 - First day back for children

24.6.2023 – PTA Summer Festival

20.7.2023 – Last day of term

21.7.2023 – INSET

Parent and Carer's Guide to SATS

When are they? Tuesday 9th May- Friday 12th May 2023

What are they? Standard Assessment Tests (SATs) are used nationally to measure children's progress and ability based on what is taught in the national curriculum. They are also used as part of the Ofsted process to measure a school's performance. During SATs week, your child will complete tests in English and maths. There are two tests for English – a reading paper, which lasts for one hour, and a grammar and punctuation paper (which consists of two parts; a spelling paper and a grammar paper). There is no English writing test as this is assessed by teachers in school. The maths test consists of three papers - one arithmetic paper which lasts 30 minutes and two reasoning papers; each lasting 45 minutes. These tests, along with your child's work throughout the year, help the teacher to assess your child's performance and, as they move up to secondary school, identify their needs. Teachers will ensure that their students are ready to take the tests. There is no need for you to focus on test-related activities at home to prepare your child for the SATs.

Things to remember about SATs

[SATs focus on what children know about Maths and English.](#)

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

[SATs don't tell the whole story.](#)

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

SATs can be a stressful time for your child. It's important to stay calm and be supportive in order to help your child through this busy period. Making your child do lots of written activities at home may be counterproductive - **try to focus on the areas that your child needs the most support** and help them to practise in a fun, unpressured way. It may be beneficial to speak to your child's teacher and ask them if there is anything specific you could focus on at home to help your child. They will be able to advise you on the amount and type of work your child should do at home.

Our general suggestions:

-Times Table practice

free resources on:

- <https://www.timestables.co.uk/speed-test/>
- <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

General maths helpful website: <https://myminimaths.co.uk/>

General **Grammar** Help Sheet:

<https://www.deanfieldschool.co.uk/site/df-content/MustKnows/SPAG/Y6.pdf>

Reading: Encourage your child to read novels of their choice but try to include some conversation about the book they have read, you are trying to encourage deep understanding of the story and the characters. For example:

- What does this word/phrase/sentence tell you about the character/setting/mood?
- What other words/phrases could the author have used here? Why?
- What do these words mean and why do you think that the author chose them?
 - When/where is this story set? Find evidence in the text.
 - Sum up what has happened so far in... words/seconds or less.
 - Explain why... did that.