

<p><b>English</b></p> <p><b>Text: Pugs of the Frozen North by Philip Reeve and Sarah McIntyre</b></p> <p>Incorporating a range of writing genres and sentence types. Focussing on a wide range of vocabulary including emotive and figurative language.</p> <p><b>Spellings</b></p> <p>Continuation of spelling scheme of work as well as familiarisation of Y5.6 statutory spellings</p> <p><b>Guided Reading</b></p> <p>Reading skills: vocabulary, infer, predict, explain, retrieve and sequence/ summarise (VIPERS) using a range of texts.</p>	<p><b>Maths</b></p> <p><b>White Rose Maths Scheme of learning</b></p> <p>Continued consolidation of previous learning</p> <p>Fractions</p> <p>Decimals and percentages</p> <p>Perimeter and area</p> <p>Statistics</p> <p>Weekly fluency sessions to continue to practice the 4 operations (addition, subtraction, multiplication and division).</p>	<p><b>Science</b></p> <p><b>Earth and Space</b></p> <p>Describe the geocentric and heliocentric models. Name and describe the shape of celestial bodies. Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits. Describe the orbit of the Moon around the Earth and its phases. Explain how day, night and seasons occur.</p> <p><b>Spring 2: Life cycles and reproduction</b></p>
<p><b>History</b></p> <p><b>Tudors</b></p> <p>History Off The Page (day visit)</p> <p>Research around the monarchy around Tudor times</p> <p>Research and discussions around Henry VIII</p> <p>Use difference sources of information to find out facts about the past</p> <p>To find evidence around the Royal Progress</p> <p>To research and make deductions about life in Tudor times</p>	<p style="text-align: center;"><u>Spring Term 2024</u></p> <p style="text-align: center;"><b>Topic Theme 1: The Tudors</b></p> <p style="text-align: center;"><b>Topic Theme 2: Energy</b></p> 	<p><b>Geography</b></p> <p><b>Why is energy important?</b></p> <p>To know why energy sources are important</p> <p>To understand the benefits and drawbacks of different energy sources</p> <p>To know how different countries generate energy</p> <p>To be able to comment on the best way to generate energy</p> <p><i>To research and consider the best placement for solar panelling in a set location (possible homework task)</i></p>
<p><b>RE</b></p> <p><b>Forgiveness</b></p> <p>To explore the concept of forgiveness</p> <p>To explore and discuss what Jews believe about forgiveness</p> <p>To explore the significance of Yom Kippur for Jews</p> <p>To explore forgiveness in Buddhism</p> <p>To compare different religions regarding forgiveness</p>	<p><b>Art: Portraits</b></p> <p>To explore artists and how drawings can be developed</p> <p>To add and combine materials for effect</p> <p><b>Design Technology: Structures</b></p> <p>To explore how to reinforce a structure to improve its strength</p> <p>To design, plan, make and evaluate a product (bridge)</p>	<p><b>PE</b></p> <p>Hockey</p> <p>Fitness and Health</p> <p>Cricket</p> <p>Swimming in Spring 2</p>
<p><b>PSHE</b></p> <p><b>Mindfulness</b></p> <p>Learning about the importance of relaxation</p> <p>To understand the importance of a healthy lifestyle</p> <p>To be aware of a range of resilience strategies</p> <p>To identify when we might be unwell and understand habits to promote good health</p>	<p><b>Computing</b></p> <p><b>Micro:bit</b></p> <p>To use a new piece of software</p> <p>To create a program to produce an animation</p> <p>To develop our understanding of coding structures</p> <p>To create a program for a specific task</p>	<p><b>Music</b></p> <p><b>Changes in pitch, tempo and dynamics</b></p> <p>To sing in harmony with others, developing breath control</p> <p>To explain how a piece of music makes us feel (using musical terminology)</p> <p>To perform in time with others</p> <p>To evaluate performances of self and others</p>

PE is on a Wednesday morning with Mr Franco and swimming will be on a Friday morning after half term.

Homework: see sheets for completion dates