


<p><b>English</b>  <u>Spiderwick's Field Guide to the Fantastical World Around You</u>  Character description  Fictional narrative  Writing to Explain Explanation Text  Writing to Instruct- Instructional Text  Writing to Inform- Non-Chronological report  <b>Spellings</b>  Continuation of spelling scheme of work as well as familiarisation of Y5.6 statutory spellings  <b>Guided Reading</b>  Consolidation of reading skills in preparation for SATs</p>	<p><b>Maths</b>  <b>Weekly Arithmetic Practice Papers</b>  <b>White Rose Maths Scheme of learning</b>  Continued consolidation of previous learning  Fractions, Decimals and Percentages (consolidation)  Algebra  Ratio  Position and Direction  Reasoning and problem solving tasks (SATs based)</p>	<p><b>Science</b>  <u>Living things – evolution and inheritance</u>  Exploring variation and inheritance in different living things and how observations and fossil evidence have led to the theory of evolution.</p>
<p><b>History</b>  <u>Tudors</u>  <u>What was life like in Tudor England?</u></p> <p>To learn about Henry the 8<sup>th</sup> and his wives  To discover law and order and how punishments were used  To look at Tudor monarchs</p>	 <p>The image features a banner with the text 'SPRING TERM' in a stylized font, set against a background of vibrant tulips in red, yellow, and purple. Below the banner, there are four small portraits of Tudor monarchs (Henry VIII, Edward VI, Mary I, and Elizabeth I) and a landscape photograph of a desert with sand dunes and a single palm tree.</p>	<p><b>Geography</b>  <u>Would you like to live in the desert?</u></p> <p>To look at hot desert biomes  To locate deserts on a map  To look at physical features of a desert  To explore how humans use deserts  To assess the threats to deserts  To have an opinion on whether we would like to live in the desert.</p>
<p><b>RE</b>  <u>What matters most</u>  Children will look at the different values and some of the traditions from different faiths and worldviews. Before looking at different faiths and worldviews children will first think about what matters most to themselves. Children will learn different elements of faiths and worldviews and consider what matters to each one.</p>	<p><b>Art: Drawing – expressing ideas</b>  <u>Exploring how artists express ideas and use scale to do so.</u>  <b>Design Technology:</b>  <b>Electrical systems – steady hand game</b>  To explore the form and function of a product. To design and create their own steady hand game.</p>	<p><b>PE</b>  Indoor and outdoor physical education provisions with Mr Franco – physical development as well as skills within sports</p>
<p><b>PSHE</b>  Safety and the changing body  To understand the impacts of drugs and alcohol.  To look at the changing body through puberty and pregnancy  To recognise when someone is choking and be able to administer basic CPR.</p>	<p><b>Computing</b>  Computing systems and networks  <b>French</b>  <b>In my French house</b>  To describe rooms in their house using a range of prepositions</p>	<p><b>Music</b>  <b>Film music</b>  To identify different compositions and how emotion plays a role in film music</p>

PE is on a Wednesday afternoon with Mr Franco

Homework: Due in on Thursday morning