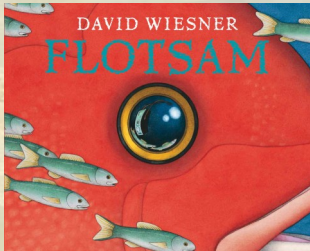


<p>Year 5 Maths:</p> <p>Week 1: Decimals Week 2: Time Week 3: Decimals And Money Week 4: Shape Week 5: Statistics</p> <p>In addition to this, children will be given maths fluency time to improve their rapid recall of maths facts,</p>	<p>Year 6 Maths:</p> <p>Week 1: Shape (angles) Week 2: Ratio, Algebra, Position & Direction Week 3:Revision Week 4: SATS testing week Week 5: Projects</p> <p>In addition to this, children will be given maths fluency time . All year 6 children are invited to attend morning SATs revision sessions.</p>	<p>Topic:</p> <p>This term, we will be identifying coastal features and how they are formed in different parts of the UK. We will also be looking at coastal erosion and how the landscape is changing..</p> <p>Week 1: Bank holiday Week 2: To identify coastal areas, features of the UK and how different coastal features are formed Week 3: To use maps and place names to identify when, where and why settlements developed Week 4: To understand how water and weather can change coastal landscapes Week 5: To understand how the landscape has and is changing.</p>	<p>PSHE: This term we will be learning about Relationships</p> <p>Week 1: To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities . Week 2: To know that belonging to an online community can have positive and negative consequences and understand that there are rights and responsibilities in an online community / social network . Week 3: To know my rights and responsibilities when playing a game online. Week 4: To know when I am spending too much time using devices. Week 5: I can explain how to stay safe when using technology to communicate with my friends</p>
<p>English: This term our Key Text is ‘Flotsam’ by David Wiesner.</p> <p>Week 1: To recognise features of a balanced argument and start planning own balanced argument Week 2: To write an argument focusing on ‘for’ and ‘against’ points including conclusion Week 3: Introduce new debate and plan/write a balanced argument independently Week 4: SAT’S week Week 5: Review and edit balanced arguments</p> <p>Additionally, the children will have sessions based specifically on improving reading skills with a focus on inference and deduction, forming opinions based on text and providing coherent answers to questions.</p>	<p>Our Christian Value</p> <p>This term, our Christian Value is “Friendship”. We will be learning what it means to be a good friend, how we can learn about friendship from the Bible and how we can flourish as humans by living out this value within our daily lives.</p>	<p>Computing; We will be learning about spreadsheets</p> <p>Week 1: To create a data set in a spreadsheet Week 2: To build a data set in a spreadsheet Week 3: To explain that formulas can be used to produce calculated data Week 4: To apply formulas to data Week 5: To create a spreadsheet to plan an event .</p>	<p>Art: This term, we will be learning about collage.</p> <p>Week 1: To study an artist Matthew Cusick Week 2: To explore collage through a range of materials. Week 3: To plan collage designs. Week 4: To create a seascape inspired by the work of Matthew Cusick Week 5: To create a seascape inspired by the work of Matthew Cusick</p>
<p>RE: This term we will be learning : For Christians , what kind of God is Jesus?</p> <p>Week 1: What is the Kingdom of God? Week 2: What would Jesus’ Kingdom look like? Week 3: How do Christians put their belief in Jesus into practice? Week 4: How do Jesus' teachings relate to today's world? Week 5: How do Christians interpret the teachings of Jesus?</p>	<p>Our Key Text this term, is “Flotsam” by David Wiesner.</p> 	<p>Music: This term, we will be exploring dynamics and pitch.</p> <p>Week 1: To appraise the work of a classical composer (Felix Mendelssohn). Week 2: To improvise as a group, using dynamics and pitch. Week 3:To improvise as a group, using texture. Week 4: To use knowledge of dynamics, texture and pitch to create a group composition. Week 5: To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p>	
<p>Science: Working scientifically</p> <p>Week 1: Bank holiday Week 2: To understand what scientific enquiry is about and how to plan out an investigation. to explore coastal erosion. Week 3: To plan an experiment to explore potential barriers to prevent coastal erosion. Week 4: To carry out an experiment to explore coastal erosion. Week 5: To write up coastal erosion experiment .</p>	<p>French:</p> <p>Week 1: To recognise, read and respond to directional language Week 2: To read and give directions in French. Week 3: To identify features of countries in the French-speaking world. Week 4: To investigate climate data from the French-speaking world using authentic materials. Week 5: To ask and answer questions about different countries in the French-speaking world.</p>	<p>PE:</p> <p>Oak class PE (Cricket) will take place on Tuesday afternoons with Mr Cozens and on Wednesday afternoons with Mr Papper.</p> <p>Please ensure that children come to school on these days wearing their PE kit, with appropriate footwear. All children should bring fresh water to school every day.</p>	