Science (summer 2): **Earth and Space.**

In Science, we will be exploring the planets and their position to the sun and looking at the evidence that describes their physical forms. We will create a mobile to help us to describe the position of the planets from the sun within our Solar System. We will be able to describe the planets using Geocentric Vs Heliocentric to describe their movement relative to the sun in our Solar System. Using the Earth’s rotation, we will explain day and night in relation to the suns movement across the sky and moving onto explaining the moons orbit around the Earth. During Science, we will create a Fact File on a specific planet of our choice to create our own Planet Fact File book as a class.

English:

**Punctuation and Gramma** – In our punctuation and Grammar sessions we will be focussing on; apostrophe use, hyphens, informal and formal writing and speech and commas to clarify meaning. Related to our own group expectations.

**Spelling** – yr 4: adding the prefix –mis, words ending in zhuh spelt –sure, short u sound spelt ou, adding the prefix auto, adding the suffix –ly, adding the prefix inter-, words with the ay sound spelt eigh, ei, ey, words ending in out –ous, words with the s sound spelt sc, words ending in zhun spelt –sion, the c sound spelt -que and the g sound spelt –gue, adding the ir- to words beginning with r and adding the suffix –ion.

Year 5/6: Suffixes, words containing the letter-string ough, homophones and other words that are often confused, the sh sound spelt ti or ci, the sh sound spelt si or ssi, silent letters and plural nouns.

Within our spelling practice, we will embed cursive handwriting practice.

**Writing** – We will be using our topic of ‘Around the world in 50 days’ and Science to support our writing. During Summer 1, we will be using the classic story of Peter Pan by J.M. Barrie, using our imaginations to create our very own Neverland through narrative writing. We will use a range of figurative language to set the scene and create character descriptions to support our narrative piece. We will enter a debate of becoming a lost boy or not then writing a balanced argument to argue our point. Throughout Summer 2, we will be using Frank Cottrell Boyce’s book, Cosmic. We will write our own instruction pieces on ‘how to build a moon buggy’ and write a diary entry of our adventure to the moon. During our writing journey, we will think about layout devices, interesting vocabulary and using varied sentence structures to make our writing more enjoyable to read.

**Reading** – As a class we will share a class book to explore together. With weekly guided reading sessions, we will develop our comprehension skills including those of inference and deduction. With focussed questioning, we will develop our deeper understandings when reading.

Maths: Within our daily Number Master sessions, we will focus on place value, the 4 operations, fractions and shape and measure – to consolidate previous years learning and current. This term Year 4 and 5 will be focussing on shape and measure. We will be working out the perimeter and area of shapes, converting measurements and the properties of different 2D and 3D shapes. The year 6 children will be further deepening their current learning, with the opportunity to work through and enterprise activity.

Throughout our learning, we will encounter problem solving and reasoning, whereby we will use our knowledge to solve these and justify our answers, breaking down the problems into steps to seek a solution. This will be supported by Nrich problems.

Around the world in 50 days.

Class 3

Geography: During Geography, we will be exploring rivers around the world and thinking about where water comes from, linking our learning to the water cycle. We will use maps, atlases and google earth to look at famous rivers around the world and rivers in our own country (United Kingdom, North and South America, Europe and Russia). Whilst exploring famous rivers, we will look at how rivers are made, linking this to the erosion and deposition of rivers. We will recreate river movement practically and draw labelled diagrams showing the river features (physical geography), with an explanation of the diagram. We will move onto exploring how floods affect the lives of those nearby (Tewkesbury) and how human geography links to the rising of floods and protection of landscapes. During our learning, we will think about how rivers are used to support trade links and the distribution of natural resources such as, energy, food, minerals and water.

Art/ D.T: With our link to geography, we will sketch local landmarks in our area and compare this to famous landmarks around the world. We will also be creating our own planet mobiles, thinking about the position of the planets within our solar system.

PE – We will be refining our skills during rugby and cricket. With a focus on passing, intercepting and dodging in rugby and batting, catching and creating a barrier within cricket. All whilst working together as a team.

Computing: Throughout computing we will be using Scratch to work on coding and manipulating objects through the codes we use. When problems arise we will solve the problem, making the changes we need to for the game to function correctly.

PSHE: Through exploring money in the real world, we will look at saving, budgeting, interest and loans. As we explore we will think about how we can be a critical consumer by understanding the value of money and how we can look after money. We will also think about money in the wider world, linking to current affairs in our country. The Year 6 children will be completing an enterprise activity that links all these ideas into them starting and running a small business.

We will also be looking into changes within the human body as children grow and living a healthy lifestyle.

BV and SMSC: Through debates within the classroom we listen to and respect other people’s views and opinions. We work together collaboratively in our lessons, supporting and listening to one another to be able to help each another to improve. In the classroom, we read ‘First News’ and have discussions about what is going on in the world and what we think about it; understanding how things are different around the world and sharing our thoughts on this in a careful and respectful manner.

RE: What does it mean if God is holy and loving? Through exploring the theme of God, we will focus on Biblical texts to support our thinking, explain connections between Biblical texts and Christian ideas of God, using theological terms. We will make clear connection throughout, between what Christians believe and what they have studied in Biblical texts. We will describe what God is personally to us and compare our ideas, thinking about what God would like and dislike. We will read different texts to explore what other people think of God. Using our findings, we will write a comparative piece using our ideas on God.