

Computing

National Curriculum Ref.

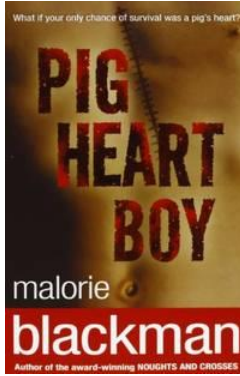
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

We will:

- Use sensory equipment e.g. Log-it explorer to measure pulse etc.
- Use graphs to show changes over time.

English

Our Text:



Non-fiction – debate / argument for or against

Text structure:

Use a variety of ways to open texts, draw reader in, and make the purpose clear.

Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express own opinions clearly.

Consistently maintain viewpoint.

Summary clear at the end to appeal directly to the reader Linking ideas across paragraphs using a wider range of cohesive devices

Sentence construction:

Developed use of rhetorical questions for persuasion

the use of the subjunctive in some very formal writing and speech. E.g. If I were you, ..

Language:

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Punctuation

Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.

Super Circulation!

Year 5 and 6 Topic Web – Summer 2

Design and Technology

National Curriculum Ref. –

Cooking and nutrition - As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- *understand and apply the principles of a healthy and varied diet*
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*

We will:

- learn about healthy ingredients and a balanced plate of food
- create healthy snacks and lunches

Science – Animals, including humans: The circulatory system

National Curriculum Ref. *Pupils should be taught to:*

- *identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood*
- *recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*
- *describe the ways in which nutrients and water are transported within animals, including humans*

We will: build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

We will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

We will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Other Areas of the Curriculum – not linked to the topic

Maths

Year 5

Revision of all areas covered over the year through consolidation and investigation.

Year 6

Revision of all areas covered over the year through consolidation and investigation.

Subject and National Curriculum Reference	Key Knowledge
<p>Religious Education – Is it better to express beliefs in art or charity? (Agreed Syllabus)</p>	<p>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.</p>
<p>French – En vacances National Curriculum POS:</p> <ul style="list-style-type: none"> • prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic • Re-read frequently a variety of short texts • Make simple sentences and short texts • Write words, phrases and short sentences, using a reference source • Look at further aspects of their everyday life from the perspective of someone from another country 	<p>Rigolo Unit - Chez Moi</p> <ul style="list-style-type: none"> - Name and describe rooms - Talk about what people do (at home) - Talk about where people do activities at home
<p>PSHE – Managing Change (Year 5 will be completing work on previous topic map.) In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Relationships Education:</p> <p>They will learn to understand that change is an inevitable part of everyone’s lives, and that changes can have positive and negative aspects to them. They will explore the emotions involved in change related situations and how feelings can change over time. They will reflect on their own experiences of change and what they have found helpful.</p>	<ul style="list-style-type: none"> - be able to identify a range of situations which involve loss and change. - recognise emotions associated with loss and change, and understand how these feelings can change. - be able to identify what might help when experiencing difficult emotions. - know how they can access support and how they can support other people. - be able to reflect on their own experiences of change and describe some ways they have affected them. - have developed strategies for coping with future changes, including transition to secondary school (not year 5)

<p>They will develop strategies that might help them to manage change in the future, including during transition to secondary school.</p>	
<p>P.E. Cricket and Outdoor Adventurous Activities (OAA)</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, golf, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best. - take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Cricket</p> <ul style="list-style-type: none"> - Overarm throwing - Catching and fielding skills - Batting skills - Know and play by the rules of cricket or quik-cricket (with adaptations made where necessary) <p>Outdoor Adventurous Activities (OAA)</p> <ul style="list-style-type: none"> - outdoor and adventure activities are mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities. The outdoor and adventurous activities strand will also include activities which will be carried out at the Beaumanor residential.
<p>Music – Technology and Structure</p> <ul style="list-style-type: none"> - demonstrate increasing confidence in rehearsal and performance and use developing skills to communicate a higher level of musical expression. - begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies. - begin to use a variety of musical devices and techniques when creating and making music and demonstrate awareness of timbre and texture in work. - listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition. - critique own and others’ work, offering specific comments and justifying these with musical examples and technical vocabulary. 	<ul style="list-style-type: none"> - In this unit, children will consolidate prior learning by using texture, use of dynamics and audio effects to create pieces in Bandlab (or similar) that contain A, B and C sections. Children will write raps and body percussion rhythms in small groups and perform them over compositions made in Bandlab. Performances will take place and the class will have an opportunity to assess and offer feedback. <p>In addition, we will be practising the songs for our summer play.</p>

Super Circulation! - Homework Tasks

This half term, over the first three weeks, I would like you to continue your fabulous work from last half-term to be ready for our play, *Mystery at Magpie Manor*. Following the trip to Beaumanor Hall, I know that there will not be very much time for you to do additional homework alongside all the other end of term events therefore I am not setting any additional projects although I may ask you to finish off short pieces of work from time to time. It is very important that you do all continue to read regularly and complete your reading diaries. Please do come and get blank book reviews when you finish a book too.

In addition, the PTFA need your help to create a **GARDEN HAMPER** to be used as a raffle prize at the Summer Fair!

Donations could include: seeds, pots, gloves, hand tools, voucher, plant labels, a plant, gardening book etc.

There will be a box in the classroom for you to drop off donations – required before 10th June.



