



# Brackley C of E Junior School

Term 6



## WELCOME TO YEAR 5!

### Maths



Our first topic in Maths this term will be position and direction where we will learn to describe the position of a point on a grid using co-ordinates in the first quadrant. We will also translate shapes learning to follow instructions as well as recount the translation a shape has moved through to reach its new co-ordinates. Finally, we will move onto recognising symmetry in shapes and how to reflect shapes in the mirror line. When converting units, we will identify the relationship between kilograms and grams; kilometers, meters, centimetres, and millimetres; and litres and millilitres. We will use these conversions within a range of problem-solving scenarios. Once familiar with the metric units, we will then move on to the relationship between metric and imperial measures, we will practise converting between them. This term, we will also revisit our core knowledge of time.

### Science



Our last unit of this academic year is the Human Life Cycle. Within this unit, we will be describing the changes of humans as they develop from birth to old age including gestation period, growth of babies, puberty, changes in old age and life expectancy. We will draw upon our prior knowledge of life cycles and sexual/asexual reproduction. We will work scientifically by recording data and results using scientific diagrams and labels, tables, bar and line graphs, and reporting and presenting findings from enquiries.

### Geography



In geography this term, we will use fieldwork to observe, measure, record and present information about the human impact in the local area. We will further develop our learning about the environment through a field study enquiry. The pupils will design, undertake and analyse a series of traffic and noise pollution surveys. We will visit two contrasting areas in Brackley to assess the impact that traffic has on our local area. Following our visits, we will learn how to draw conclusions from our findings and suggest ways in which we can improve our local area.

### Physical Education



For outdoor PE, we will be concentrating on athletics consolidating existing skills and gaining new ones. We will use running, jumping, throwing, and catching in isolation and in combination; use different running techniques for long and short distances; compare our performances with previous ones; and demonstrate improvement to achieve our personal best. We will also be learning to play cricket, where we will be able to transfer skills from other striking and fielding games. Specifically, we will develop underarm and overarm bowling accuracy, batting accuracy and directional batting, close catching and wicket-keeping as well as deep field catching and then apply all of these skills to use within a game.

### Music



We will be using two units of study this term: 'Life cycles' and 'At the movies'. We will further develop our vocal skills both in terms of harmonizing in two- and three-part melodies and in beginning to read a melody using staff notation. We will also perform a final piece, for which we will have composed a simple musical accompaniment. We will also develop our listening skills as we analyse several pieces of music. We will again look for specific elements of music within each piece, such as the structure, dynamics and timbres of sounds being used and discuss why the composer has made these choices.

### PSHE



In PSHE, we will be learning about the topic 'Changing Me'. This will include being aware of our own self-image and moving on to explaining how our bodies change during puberty as well as understanding the importance of looking after ourselves physically and emotionally. We will also identify what we are looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent). Finally, we will think about changes we will make next year and know how to go about this.

### English



Our main unit this term is the narrative poem 'The Highwayman' by Alfred Noyes. Within this, we will learn about the prefixes 'il', 'im', 'in', 'ir' meaning 'not' and we will investigate and generate rules about the prefixes bi-, trans-, circum- and tele-. In addition, we will further explore the function of apostrophes and practise writing speech which is accurately punctuated. The outcome of the unit will involve us using plans created to write the opening and the build-up of 'The Highwayman' as a narrative. Finally, we will have the opportunity to 'free write' the ending to the story. In guided reading sessions, we will be looking at different types of writing concerning the sinking of Titanic. This will include newspaper recounts, reports and survivors' recounts. We will be applying all of our main reading skills: vocabulary choices, inference, prediction, explaining, retrieval and summarising.

### Religious Education



The principal aim of RE at Brackley C of E Junior School is to enable pupils to hold balanced and informed conversations about religion and belief. In term 6, we are using a multi-discipline approach to answer the question, 'What can we learn from psychology and theology about the idea of God?' We will be completing a psychology investigation and a theological study before we consider if there are benefits of having different approaches to exploring the same thing.

### Art / D&T



Our learning journey will focus on the work of Frida Kahlo. We will study her self-portraits, explore how Kahlo drew on her cultural background for her artwork, look at what surrealism is in artwork and explore how Kahlo painted moments in her life expressing emotion through her work. We will transfer what we have learnt into our own artwork by using previously acquired sketching skills as well as precise proportions of the face to produce our own self-portraits. We will also develop our techniques, including our control and our use of different art media.

### Computing



Our unit in term 6 is called Selection in Quizzes. We will develop our knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learn how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. We will represent this understanding in algorithms, and then construct programs using the Scratch programming environment. We will use our learning to design a quiz in response to a given task and implement it as a program. Finally, we will evaluate our program by identifying how it meets the requirements of the task, the ways we have improved it, and further ways it could be improved.

### Spanish



In Spanish, we will be learning how to place simple orders in a café. To enable this to happen, we will first be learning twenty new food and drink words (along with their indefinite article/determiner) to build on the food names that we learnt in our fruit and vegetable units last year. We will also be revisiting the skills of how to make nouns plural and learning some key phrases to enable us to ask what a customer would like/place a food and drink order in a cafe. This unit will also be our first introduction to Spanish currency as it introduces us to the values of different coins and notes.

### Homework

Homework (which will be sent home on a Friday, to be completed in time for the following Thursday) will be set on a weekly basis. The children will be expected to practise their times tables for 25 minutes on TTRS. For English, children should read a minimum of ten pages, four times a week (40 pages in total). They should return their reading record to school by Thursday morning. Each piece of homework should take no longer than half an hour.

**If you have questions or queries, please do not hesitate to contact our team. You can do this via email or phone call to Ms Jones in the school office. Please note, we do not monitor the message element of the Class Dojo app.**