

In English the children will be:

Writing:

Key texts: Kaspar the Prince of Cats by Michael Morpurgo and High Rise Mystery by Sharna Jackson

Outcomes: Character description, reports, balanced reports, police report, setting description, newspaper article, dialogue, formal persuasive letter, advertising leaflet and extended narrative.

Main outcome: Newspaper article and extended narrative. In Kaspar the Prince of Cats, the children will create a range of fiction and non-fiction writing opportunities including letter writing, narrative writing an alternative ending, newspaper articles, recounts and researching The Titanic and its voyage. In High Rise Mystery, the children will use the text to explore a range of genres and styles of writing. In particular, children will learn about the techniques of writing a crime/detective story as they progress. The sequence builds up to children planning and writing their own detective story using the author's various techniques and structure yet innovating on the setting and the characters. One of the many strengths of this text is that it is aware of the various ways people communicate in modern life and the role technology plays. References will be made throughout to the more informal language of speech (whether it be through dialogue or texting) and the language of writing (whether it be through writing narration, reports or emails), laying the groundwork for developing this further in Y6.

Reading:

In summer 1 term, we will study The Story of Titanic for children by Joe Fullman. This engaging text, about what is perhaps the world's most famous of ships, has been expertly written and put together using information from multiple sources. This is demonstrated through the use of fact boxes, photos, illustrations, and an overall scrapbook style of presentation, which makes the text eye-catching. The use of vocabulary will not only enhance the children's knowledge-base about this specific historical event but also enable them to read about and discuss other historical events. The chronological order of events paired with the human interest element means that this is a perfect text through which to model a range of reading comprehension skills for children in the upper primary. In summer 2, we will study Overheard in a Tower block by Joseph Coelho (our class name). Gazing at the stars from five storeys up, smelling the bins from five storeys below. Overheard arguments, overheard laughter. A disappearing father and a Mermaid-Queen mother; statues that sing for flesh and blood; bullies who kick you under the table; perfect red trainers - and the things that lurk in the library... Award-winning poet Joseph Coelho's astonishing new collection is a powerful and moving poetic narrative about growing up in the city.

Reading skills:

- Making comparisons within and across books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Provide reasoned justifications for their views

Spelling:

We are following the RWI scheme for key stage 2 (KS2). We are currently plugging gaps to secure learning from lower KS2. Please see your child's log books for words they have found

In Maths the children will be learning to:

Fractions

- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams.
- Read and write decimal numbers as fractions.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Decimals and percentages

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to 3 decimal places.
- Recognise the percent symbol % and understand that percent relates to 'number parts of 100', and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.

Geometry- Properties of Shapes and Angles

- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (o)
- Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o

Geometry- position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Measurement- converting units

- Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.

Measures Volume

- Estimate volume [for example using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- Use all four operations to solve problems involving measure.

tricky spelling or consistently spell incorrectly. On a Monday we test tricky words from the unit studied the week before and on a Friday we test the same tricky words until the whole class get them correct. Practise is essential to support progress in the programme.

In Geography, the children will be studying:

Journeys: Trade

In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.

In History, the children will be studying:

Journeys: Trade

In this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period. The children will make links to the journeys made by those peoples already studied in earlier Key Stage 2, such as The Anglo-Saxons and The Vikings. They will also be prompted to remember the journeys made by the explorers studied in Key Stage 1. The journeys here represent those made both to and from the United Kingdom. They differ between journeys made by choice and journeys necessary for survival.

In Art, the children will be studying:

Annotate a piece of Art identifying features including colours, textures; use of light and dark tone and explaining their use.

In PSHE, the children will be studying:

Our topic titles will be; Relationships and Changing Me.

It is important to explain that teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

In Science the children will be exploring:

Growing up and growing old

In this topic children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.

Super scientists

Children work scientifically on a variety of quick challenges and longer tasks to learn about the different ways in which scientists work in the real world. This topic looks at the discoveries of famous scientists, the methods forensic scientists use and the various ways scientists tell others about new discoveries.

Important notices

Here are just a few notices to help you with organising your weekly routines:

My planning, preparation and assessment time (PPA) is on a Tuesday morning.

For summer 1, PE is currently on a Tuesday and Wednesday afternoon as we have an Mr Killock from KMS to deliver some athletics sessions. In summer 2, our PE slots could return to Tuesdays and Thursdays but I will inform you of these changes.

Homework is still handed out on a Friday and handed in on a Thursday to be marked. If a child hands their homework in on a Friday, I will always endeavour to try and find the time to mark it.

Please continue to practise times tables regularly, as they are vital to supporting the learning of maths, which the children are beginning to understand. The new reading books have been a hit! Please encourage children to evidence their great efforts and enjoyment in their reading diaries.

I am around at the start and the end of the day so if you have any queries or worries, please come and ask. You may also email the office and they will always pass on any queries.

I look forward to a positive year with lots of smiles.

Thanks, Miss Dempster

**LOVE CHALLENGES, BE INTRIGUED
BY MISTAKES, ENJOY EFFORT
AND KEEP ON LEARNING.**