

SPRING 2022

CURRICULUM SUMMARY

FOR YEARS 5 AND 6

Topic: Our Local Area

Our topic, this term, is 'Our Local Area'. We have been exploring the geography of our local area, through locating places on maps and understanding why some places change through time and why some stay the same. This has been connected with our history learning, where the children have been finding out more about Barnstaple's history of trade and development of our travel connections. In RE, we have been reflecting on the overarching questions of 'Why is the Torah so important to Jewish people?' and 'What matters most to Christians and Humanists?'

In our science lessons, we have been learning about living things and their habitats – learning how organisms can be grouped, significant biologists in history, how organisms reproduce and grow and comparing life cycles of organisms from different kingdoms.

English: Write Like a Poet

Linking to our local area topic, this term we began with studying the life and works of Rudyard Kipling, due to his connections to the Appledore/Westward Ho! area. We continued this throughout the first half term, through exploring the original 'The Jungle Book' as a whole class novel.

In the first half of term, we explored part 1 of 'The Highwayman' by Alfred Noyes, familiarising the children with classic poetry and poetic techniques. Once familiar with the first part of the narrative poem, the children drafted, edited and published their own prose narratives, with some children portraying this from differing viewpoints with varying formalities and sentence structures. There was rather a surprise when we revealed part 2 of the poem!

Following on from our Highwayman studies, the children explored and analysed a range of classic poetry, including 'The Raven' by Edgar Allen Poe; 'The Cold Earth Slept Below' by Percy Bysshe Shelley and 'The Lady of Shalott' by Alfred Lord Tennyson. We used these as stimuli for the children to compose their own gothic poetry.

In the second half of term, we are developing our knowledge of our local area and carefully considering the audiences of our writing: creating non-chronological reports about animals native to North Devon or places in our locality, followed by creating persuasive texts on the subject of littering in Whiddon Valley. We have also connected our persuasive writing to the school's 'Raise a heartbeat' appeal, creating flyers for local homes to inform them of the campaign and to encourage them to get involved.

In reading, we are continuing to promote 'reading for pleasure' through our Tri-reading Tournament challenge and whole book study sessions. This is enabling pupils to be guided in their reading selections whilst having access to quality texts, building stamina, daily.

Maths: Place Value and Core Calculations

This term, in maths, there is a focus on fractions, decimals and percentages. We have continued to use White Rose mastery resources as our starting point for teaching and learning, with all teachers then adapting this to best suit the children in their teaching group. In line with our work as part of the NCETM Jurassic Maths Hub, a mastery approach is being applied to all teaching and learning in maths, whereby all children are working on the same focus, with different support provided, to allow the children to access the mathematics independently.

We are having a significant focus on retrieval of key facts, this year, to ensure that topics covered previously in the teaching sequence are regularly recalled and retained.

SEND

We have continued to develop our SEN provision in year 5/6 to ensure all children are accessing the appropriate curriculum for their stage of development. Miss Knight is continuing to support year 5 children within Mrs Rana/Ms Richardson's class, including leading small group interventions in maths and using the Fresh Start phonics programme. Miss Lowin has joined the year 5/6 team this term and is an additional support to the year 5s, supporting individual children who are working out of key stage. Miss Knight and Miss Lowin have begun trialling afternoon reading interventions within this group of children.

Miss Passmore has continued to support the year 6 SEN learners, who are now working within a larger intervention group for maths, led by Miss Yorke, where they are covering KS2 content. Miss Passmore continues to lead Fresh Start phonics with this group, daily.

Mrs May has been supporting and supervising two children within our year 6 cohort who require daily physiotherapy.

Developing Home Learning: A Continuation of Teams

We have continued to develop our blended learning platform, continuing to include Teams and One Note in our daily practice. This ensures that pupils can access their learning from home and school, can develop homework and home learning, building carefully on their lessons and learning in school. This has ensured consistency and progress for all pupils, across the year.

Wash your hands, collect a whiteboard and pen, then complete today's Do Now tasks.

<p>Do Now English Retrieval Tasks</p> <p>SPuC Place a dash into the most appropriate place within this sentence. As African spotted hyenas possess the strongest jaws of any mammal, locals give them a special nickname: bonecrushers.</p> <p><i>friends Vocabulary people at school</i></p> <p>Who is in your community?</p> <p><i>family people where we shop neighbours</i></p>	
<p>Vocabulary</p> <p>How many sails would a galleon have?</p> <p><i>3</i></p>	<p>SPuG Rewrite this sentence so that it is in the past tense. I am eating a banana.</p> <p><i>I have eaten a banana. past perfect</i></p> <p><i>Let's a banana... simple past.</i></p>

Tuesday 15th March 2022

Writing

LO: To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

We Do

Persuasive writing can be created to be read and heard. What adverts have you heard, that have been effective in persuading you to do something?

B + O → catchy 'you can do it, if you B + O it.'
Advertisements → facts about new products
Dancers → emotive language/images
TV ads → catchy statistics, facts
Happy couples → intimacy/celebrity endorsement
Nasty Supermarket → reasonable, comedy



Enrichment:

Alongside our curriculum strategy implemented in year 5/6 this year, we have developed our enrichment program to ensure continual growth and access to different experiences for all children. Some of these events have included:

- Mental Health Ambassadors
- Forest School/Outdoor learning
- Visits to the science department of Park Community School
- Eco-committee visit to Woolacombe for tree-planting
- Year 5 Swimming lessons
- School council-run tuck shop
- Primary Dance Festival
- Rising Stars sports
- Football tournament
- Netball tournament
- Athletics festival



“On Wednesday 16th February, Mrs Scott's class went to Park School to study biology. Micro-organisms were the main focus of the lesson. Microscopes were the primary pieces of equipment used to have a closer look at different materials such as snake skin, sugar paper and fabric. Baby sea monkeys (very small, aquatic creatures, the same size as a grain of sand) were viewed and amoebas were given to students to view. Amoebas are small, miniscule creatures which can morph into a giant mouth when they need to eat and grow legs when they need to move.

Slides were provided to students with samples such as honeybee legs and dried human blood. Fresh human blood was viewed on the main screen in the classroom.

We enjoyed walking up to the school and looking inside the building. Thank you to Mr Plaza for giving up his time to teach us and show us a whole other, microscopic world!”

- written by Mya T, year 6