

Class 5's Programme of Work for Summer Term 2022

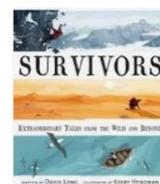
Term 5: 19th April – 27th May

Term 6: 6th June – 20st July



English:

Our class novel - which we are reading primarily for pleasure - is *My Side of the Mountain* by Jean Craighead George. It is about the adventures of a boy in the Catskill Mountains, New York following him running away from his city home. The story is steeped in nature and bush craft, resilience and survival, friendship and self-discovery. Our other key text is *Survivors*, written by Davis Long, an anthology of true survival stories due to unprecedented circumstances in inhospitable locations:



from Shackleton's voyage to Antarctica to Juliane Koepcke's solitary trek to civilisation after being the sole survivor of a plane crashing into the Amazon Rainforest. Both texts perfectly complement our geography studies about the world's biomes. In Term 6, making links with our history topic, we shall be delving into the works of William Shakespeare.

Currently, we are revising and consolidating our grammar, punctuation and spelling knowledge; it is amazing how much we have learnt throughout the year. After Year 6 have completed their SATs, we shall return to weekly spelling lessons and tests.

Over the next two terms, there will be a concerted effort to develop the class's writing skills - especially extended pieces of writing across a wide range of writing genres. This brings together so many different strands of literacy: composition skills; the purpose of the text; who the audience is; the specific literary features and grammar, spelling, punctuation, and presentation. It also develops planning, drafting, editing, and proof-reading skills. *Survivors* will be one of the stimulus's for writing as well as short films and of course our other school subjects. For Year 6 pupils, they will be continuing to create a collection of pieces of writing in readiness for their end of Key Stage 2 writing moderation. For those who will be moving on to Chipping Campden Secondary School, the school is keen to have examples of their writing to support their transition.

This year also affords a fantastic opportunity to explore how to perform and to express meaning through intonation, tone, volume and action as we welcome back the opportunity to put on a Key Stage 2 production at the end of Term 6.

Mathematics:

At the moment, as a class, we are reviewing all that we have learnt so far and consolidating our learning in preparation for the end of Key Stage SATs. Once SATs week is over (9th – 12th May) we shall be further developing our knowledge and skills in geometry, statistics and algebra. In addition, whilst maintaining our learning through daily warm up and reviewing sessions, we shall be conducting lengthier investigation projects. Another invaluable skill linked to maths is developing an understanding of money, how to manage it and what financial security means. To this end we shall be spending time learning about personal and global finances in conjunction with one of the national banks.

Science:

Presently we are learning about classification systems. We have already created our own, and after learning about and creating branching keys, we shall be learning about Carl Linnaeus's naming system and how this has been refined to create our present 8-tiered, hierarchical classification system. Furthermore, this year we shall also be finding out about the fascinating world of microorganisms. Our all day walk on Friday 13th will be used to deepen everyone's appreciation about the sheer diversity of life and help their identification skills and knowledge.

In our next science topic: electricity, after learning about the conventional circuit symbols, our focus will be on light and the effects of voltage and the number and type of components on a bulb's brightness in a series circuit.

Finally, we shall be studying how humans change from conception to old age and then make links with PSHE and our Relationships and Sex Education in Term 6.

Religious Education:

Last week, we completed a really interesting topic based on Judaism and the importance of the Torah. I am really



impressed with how the children are beginning to link their learning to develop a much deeper appreciation of RE – the next topic will provide further opportunities to link make. For the next two terms, we shall be addressing the question: *How does faith help people when life gets hard?* This will bring together the beliefs of Christians, Hindus and Humanists through the exploration of texts, religious figures and core beliefs. The topic has clear links with PSHE through exploring the benefits of spiritualism, faith and resilience during times of change and adversity.



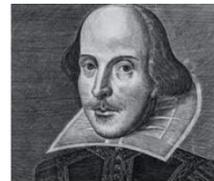
Geography:

We shall shortly start our third geography unit of the year: biomes and vegetation. We shall be learning to identify, describe and understand key aspects of biomes and vegetation belts including the world's main terrestrial and marine biomes. We shall make links with our previous learning to understand why there are different biomes and give examples of locations of biomes (mainly within the Americas) and the different types of vegetation and therefore animals within each one.

In addition, we shall be honing our ordnance survey map reading skills during our all-day walk in the locality on May 13th – let's hope we don't get lost!

History:

Currently, we are concluding our WWII studies; it has been so interesting to link Blockley's Polish graves with the Second World War – the children are extending their learning by creating Power Points on a chosen aspect of Northwick Polish Resettlement Camp. The final aspect that we are studying is the Shoa. In Term 6, we shall study a short unit about the changing power of monarchs: specifically, Henry VIII and the Tudor dynasty. The Tudors make for rich pickings and the power dynamics are really fascinating. The topic also lends itself to incorporating a local history study of William Shakespeare and Stratford-upon-Avon.



Art and Design:

We shall be linking computing with art by reflecting upon our identities and designing our own graffiti-based tags. Also, we shall be participating in A Day to Create: a whole-school arts' activity.

Design Technology:

Fly on the line, a whole-school DT project was postponed last term across both schools (Blockley and Temple Guiting) but we are looking forward to it happening during the summer term. In Term 6 we shall be making links with mathematics and healthy living by making healthy-eating burgers: meat or plant-based.

PSHE: PSHE is interwoven through the ethos of the class and school as well as being allocated times to discuss and understand specific subjects. During the summer terms this will include a range of subjects: growing independence and taking responsibility, keeping healthy, media awareness and safety, relationships, managing difficult feelings, coping with change, keeping safe, body image, sex education and self-esteem.

Computing:

At the moment, we are all creating our own PowerPoints about the Polish Resettlement Camp at Northwick Park - which is not only developing our computing skills (using PowerPoint and researching) but also our English skills and history knowledge.

In Term 6, as mentioned in art and design, we shall be using a computer programme to create our own graffiti-based tags reflecting our identities.



French: During terms 5 and 6, we shall be revising numbers and pronouns whilst focusing on our topic: Eating Out. As always, we shall be learning new vocabulary, basic conversation and writing.

Music:

We have a wealth of music opportunities this summer term as we prepare for our end of year musical and when we welcome Longborough Opera outreach team to work with us in Class 5 for a day in June. The opera will be The Downfall of Don José and we shall be inviting you to watch the performance in the afternoon.

P.E.:

In Term 6, with Mr Stotesbury, the class will be honing a range of athletics skills in readiness for Sports Day as well as building on their cricket and team work skills.



Homework:

This information remains the same. Homework is set on a Thursday for completion by the following Tuesday morning at the latest. A minimum of two sessions of Bedrock Vocabulary need to be completed each week – I think the issues have been sorted now. Reading must continue to be an embedded daily habit. Spelling tests are generally at the end of the week and based on the previous week's spelling lesson and spellings covered throughout the year.

Finally

If you have an area of expertise linked to our learning and would like to share it, please do speak to me, we shall welcome your offer gratefully.

Good communication between home and school are so important, so do please 'catch me', send an email via the office or telephone if you have an area of concern.

Anna Furniss