



15th April 2024

Dear Parents and Carers,

Welcome back! I hope that you have had an enjoyable Easter break. I am looking forward to another exciting term ahead, working closely in partnership with you.

We have lots of exciting learning planned for the term:

Our big questions this term are **'Why was Lancaster involved in the Slave Trade?'** and **'Should governments around the world clear slums away?'**

Class novel: *Just So Stories* by Rudyard Kipling

English: We will start off by using Catherine Johnson's *'Freedom'* alongside *'Timelines From Black History - Leaders, Legends and Legacies'* by DK to explore the theme of slavery in conjunction with our History unit (Lancaster and the Transatlantic Slave Trade). Through these key texts, we will focus on identifying the features and producing diary entries and autobiographies as well as a range of non-fiction text types. We will also explore the importance of representation within literature. Following this, we will use *'Cosmic'* by Frank Cottrell-Boyce and Steven Lenton alongside *'Planetarium'* (Junior Edition) by Raman Prinja and Chris Wormell to create our own non-fiction texts about Earth and Space, linking to our Science topic. Throughout all units, we will embed reading skills, where we will focus on developing clear written responses using point and evidence. All pupils will continue to focus on the grammar skills needed to become better writers. We will embed reading skills and SPaG knowledge into our units with a specific focus on blending action, description and dialogue and adapting tone to purpose and audience. We will practise spellings daily and handwriting several times each week.

Maths: Year 5 will start by developing their understanding of shape, where they will explore angles by measuring, classifying and estimating before then calculating angles around a point, on a straight line and in a range of different shapes. Following this, we will move on to position and direction, where we will plot co-ordinates and explore translation and symmetry. Then, we will delve deeper into decimals before focusing on converting units, negative numbers and volume.

Year 6 will start the term with geometry, where we will measure and calculate angles in different polygons. We will then move on to our final unit of position and direction, where we will focus on co-ordinates, translation and reflection. Following this, we will revise and reflect on our learning over the year, recap where necessary and focus on exam technique and becoming confident with the range of questions the children will encounter in the SATs.

The children will have daily arithmetic sessions and regular times table practice.



Science: This term, we will be learning about Living Things, where we will explore and describe different life cycles and reproductive processes of animals and plants. Following this, we will move on to Earth and Space, where we will describe the movement of the planets and use Earth's movement and rotation to explain day and night and the length of a year. Children will have the chance to ask big questions and use their scientific knowledge to make predictions and draw conclusions.

PE: This term, the class will have PE on Tuesday and Thursday. Children will learn the skills of striking and fielding, including techniques for bowling, controlling the hit of the ball, and a range of fielding techniques. Children will apply these skills within the context of cricket. Following this, we will focus on athletics, where we will develop running skills (changing and sustaining pace), throwing skills (throwing with accuracy and power and with greater control), and jumping skills (using the correct technique for a range of jumps). Finally, we will develop teamwork and problem-solving skills within the context of outdoor adventurous activities. We will also be developing our dance skills during our rehearsals for our summer production.

RE: We will start by exploring Christianity and the Church through the question - 'If life is like a journey, what is the destination?'. We will start our learning journey by exploring forgiveness and identifying our personal views. Then, we will develop our own beliefs (following on from our previous unit) about life, death and human purpose before delving deeper into Christian beliefs about death and making comparisons between different religions. Next, we will focus on Islam, where our learning will be led by the question - 'What is Hajj and why is it important to Muslims?', where we will start by reflecting on our personal achievements and where we turn to for guidance in life. We will then explore the 5 pillars of Islam and consider how they guide Muslims in life before exploring Hajj in depth and its importance within the religion of Islam.

Geography: We will focus on Slums. We will begin by exploring what a slum is before focusing on 2 case studies from around the world - Dharavi slum in Mumbai and Rocinha slum in Brazil. We will make comparisons between the two slums and the individual slums with their surrounding areas/countries before exploring the challenges of slums. We will look into government response to slums and consider the advantages and disadvantages of slum clearance in order to answer our big question - 'Should governments around the world clear slums away?'.

History: We will be learning about Lancaster and the Transatlantic Slave Trade in History this term. We will start by deepening our understanding of Lancaster through the question - What was Lancaster like 250 years ago? We will use a range of sources to draw conclusions to this question. We will then focus on life in Georgian Lancaster, specifically jobs and trade. This leads into Lancaster's place within the Transatlantic Slave Trade, where we will explore the triangular trade and why Lancaster's geographical location facilitated their participation. We will use the accounts of



Olaudah Equiano to gain an understanding of the experiences of an enslaved person before investigating the legacies of the Slave Trade in Lancaster today.

French: This term, our learning will focus around 'Le Gros Navet' (The Enormous Turnip). We will develop our skills as language detectives and compare the story in 3 different languages. Following this, we will write and illustrate our own versions, present our stories and share with our penpals in Socx.

Art: We will be developing our drawing skills in Art this term, through our unit 'Make my voice heard.' Children will study and appraise a range of artwork with clear messages to understand the role of art in giving people a voice. We will explore mark making, inspired by the Maya and use a range of media, including pencils and charcoal. We will also explore the use of negative space in artwork before creating our own pieces with a clear personal message.

DT: Our unit will be based around cooking and nutrition. We will start by identifying the basic tastes and exploring complementary flavours. We will study cookbooks and use our maths knowledge of measurement to explore suitable units of measurement for cooking. Children will then work in a team to design and create a 3-course meal with a specific criteria of their choice.

Computing: We will start by programming games, where we will explore variables in games before moving on to flat-file databases, where we will use a database to answer questions.

Music: We will continue to develop our knowledge of notation and rhythm. We will be focusing heavily on preparing for our summer production of 'Joseph and his Technicolour Dreamcoat', but will support this through our unit on Musical Theatre. We will explore the elements of musical theatre and focus on the importance of characterisation within pieces of music. We will develop our skills in expression and portraying emotion through song and then apply these skills on the stage ourselves!

PSHE: Our focus this term will be Health and wellbeing, where we will explore physical wellbeing (sun care), ourselves, growing and changing (reproduction, puberty, gender identity), mental health (transition to secondary school) and keeping safe (female genital mutilation, first aid and fire safety).

PE and Outdoor learning

Please ensure that your child has their PE kit in school at all times. We will be taking our learning outdoors often so it would be useful for your child to have a pair of wellies that can be kept in school at all times.



Snacks

Children can buy toast at breaktime for 20p a slice. They can also bring in a piece of fruit from home.

Homework

This term, we will be focusing on key skills in maths and English, both in class and for homework. We would be very grateful if you would support your child at home with the following:

Daily reading - All children should read a quality text of an appropriate level that they bring into school each day and take home each night, completing their reading record daily. We ask that everyone reads for a minimum of twenty minutes each day. Reading records will be checked daily and if not completed, children will be supported with their daily reading at the lunchtime reading club.

Weekly spellings - These will be set on Monday and tested each Friday and following Monday. We will then test again later in the term to ensure consolidation. A spelling letter will be given out in the first week. This term, we will be recapping the spellings that we have learnt over the year so far. Children should use the muscle memory technique.

Times tables - These should be practised regularly at home; knowing these is crucial and the expectation of the national curriculum is that all children should know their times tables up to 12 x 12 by the end of Year 4. This means being able to recite times tables i.e. 0 times 5 is 0, 1 times 5 is 5, 2 times 5 is 10 etc. and knowing related division facts i.e. 0 divided by 5 is 0, 5 divided by 5 is 1, 10 divided by 5 is 2 etc. We will test times tables on a Friday in school.

Maths and Reading - The children will be set a page of short questions to complete for homework. The questions will be set on Google Classroom and answers should be recorded in children's homework books. This will be set on a Monday and due in by Friday, where we will mark together. Year 6 have also been given an extra CGP maths book.

If you would like to speak to me about anything at all, please do not hesitate to contact me either by email or in person at the beginning or end of the school day or by phone.

Best wishes,

Miss Whinnett