

Whimble Primary School - Curriculum Newsletter



Class: Willow Year: 5/6 Term: Spring 2024

Dear parents and pupils,

Welcome to the spring term! Please find details outlining our learning for the first term of 2024; your support is greatly appreciated as always.

English

- Securing grammar that is expected at the top end of Key Stage Two, and having a clear understanding of 'subject', 'verb' and 'object'.
- Extended pieces of story writing, based on the book *Varjak Paw*.
- Using the book *Flotsam* to develop understanding of paragraphing and plotlines.
- Continuing our class novels across the term. We are currently reading Emma Carroll's *Letters from the Lighthouse*. She has written other fantastic novels which you may wish to borrow from a local library.

What's the one thing we can do at home to support?

- Read aloud to your child, or hear them read aloud to you, for 15 minutes or more, every day. This has wide reaching impacts across all areas of the curriculum.

Maths

- Revising the relationship between fractions, decimals and percentages.
- Calculating with fractions.
- Solving multi-step problems and explaining our reasoning effectively.
- Working on our arithmetic skills to apply number facts fluently.

What's the one thing we can do at home to support?

- Encourage the use of Doodle Maths for 15 minutes per day to try and stay in the green zone for as long as possible. I wonder if your child can get a 10 day, 15 day or 20 streak?

Science

- Evolution and Inheritance: how are animals adapted to their environment?
- Living things and their habitats: how are animals grouped based on their observable characteristics?

What's the one thing we can do at home to support?

- Look at the wildlife near where we live. Why do animals have the characteristics that we can see? Why do owls look the way they do? Why do cats eyes react so obviously in different light conditions?

Art and Design

- Collage
- Printing

Computing

- Building our own websites – individual blogs to document learning across the term
- Data and information – how can we use spreadsheets effectively?

Geography

- Study into the volcanoes of the world, with a specific focus on this enquiry: How do volcanoes affect the lives of people living on the island of Hiemaey in Iceland?

History

- Our main focus this half term is geography, but we will be using our historical enquiry skills in our science lessons, and to see how tectonic plates have changed the earth over time.

Languages (French)

- All about ourselves: the human body, feelings and emotions, fashion

Religious Education

- Judaism - how do Jews practise their faith?

Music

- Battle of the bands
- Music and technology

Physical Education

Children need to have PE kit in school on Mondays, Tuesdays and Fridays

- Gymnastics
- Tag Rugby
- Social and skill development through Real PE

Personal Development

- Using the 6Rs, in tandem with the Skills Builder areas to develop learning behaviours.
- The Civic Award
- Beginning work on transition to secondary school (Year 6)
- Discussion around Pixies Holt residential trip
- Ongoing work as a class and in groups around friendships, and anxiety.

What's the one thing we can do at home to support?

- Talk to your child about the events coming up in the remainder of the year, and invite them to share their feelings. The last two years will have made changes and new experiences more daunting for all children.

It is important to remember that children's learning journeys continue at home, as well as in school. With this in mind, **homework** will be set in the following ways:

- Spellings: children will be given a set of spellings **every week**. These will be set and tested on a Wednesday.
- Homework activities: you should have been given a copy of the pick and mix homework for this half term. Ideally, one piece should be completed weekly and handed in on a Wednesday.

If you have any further questions regarding any of this information, or have any queries regarding your child's time in Willow Class in general, please do not hesitate to ask.

Many thanks,

Mr M Brown

