

English:

Weekly, we will practise reading comprehension based on different texts. Based on our book *Holes*, we will write for different audiences and purposes focusing on building our writer's toolkit.

Maths:

- Recap formal methods of multiplication and long division.
- Introduce Algebra.
- Focus on dividing and multiplying fractions.

Each day we will complete a reasoning task to retrieve our learning on measurement, geometry, statistics, number and place value.

Science:

Building on our work in year 4, we will construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. We will learn how to represent a simple circuit in a diagram using recognised symbols.

Art:

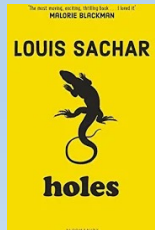
Thinking about tone, warmth and cold colours, we use CUBIST techniques to create a sense of the music.

P.E: We will take part in a range of skills-based activities aimed at developing social skills. This includes a series of team games and developing some leadership skills too. Over the term, this will lead onto tactics in both invasion games and net/wall games too. Our focus means the sport or activity for lessons may regularly alter.

Summer 1 Trailblazers

Music: We will be investigating the history of popular music, exploring its roots in Blues, Jazz and Rock and Roll. We will listen to different music and identify key themes and techniques, before trying to play some of our own pop tunes.

Text:
Holes



RE:

How do Buddhists explain suffering in the world?

Key information we will learn:

- The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.
- The use of Jataka Tales as a source of moral guidance.
- The different views about the nature of knowledge, meaning and existence.
- Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.

RSHE: Firstly, we will be exploring growth mindset and the importance of making mistakes. We will then look at the facts and risks associated with drug, alcohol and tobacco use. We will learn about how to manage social influence, pressure and risk. This ensures we are equipped with knowledge, understanding, attributes, skills and strategies to keep ourselves healthy and safe.

Computing:

Our unit explores the concept of variables in programming through games in Scratch. First, we will find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. Next, we will experiment with variables in an existing project, then modify them, before designing and creating our own project.

History:

We will explore trailblazers in UK and world history. Then, we will choose a woman who inspires us to research and write a biography about.

Schools of Sanctuary: Through discussions centred on our English text and topic, we will draw upon migration and seeking refuge.

Homework

Homework will be set on Thursdays and must be brought back to school by Tuesday. There is a homework club on Monday lunchtime for children who cannot complete at home.

Please continue to read with your child daily.

It is also vital to practise timetables. If you need help accessing timetable rockstars, please contact your class teacher.

Class Dojo:

We love to see the work children and families have been doing at home.

Please do upload pictures via Class Dojo and we will make sure that these are celebrated in class and rewarded with team points or certificates.

Likewise, if children have any notable achievements or events outside of school (swimming medals, football tournaments etc), we love to hear about these too!

Optional Activities:

- Design a new front cover for Holes. Think about key elements and how you could 'tease' events from the story without spoiling them.
- Research and write about other influential people that made sacrifices to improve things for themselves and others.
- Draw / make a collage of a chosen influential person.
- Create your own charter of rights and responsibilities. One that would apply to you now, and another that would apply to you in 150 years' time.
- Write a letter to your chosen influential person – what would you say?

Key words:

- **civil rights:** the rights of citizens to political and social freedom and equality.
- **apartheid:** a system of government in South Africa which separated White and Black people. Black people were treated as second-class citizens and suffered years of racist abuse and discrimination.
- **discriminate:** to treat someone unfairly because of their race, sex or age.
- **boycott:** to refuse to have dealings with a country, organisation or person as a protest.
- **Windrush generation:** Black people who emigrated from Caribbean countries to Britain between 1948 and the early 1970s. They were promised a glamorous new life, work and opportunities in Britain, but these promises were not kept.
- **Trailblazer:** a person who is the first to do something; an innovator.
- **resilience:** being able to cope with difficulties and setbacks, and bounce back afterwards