|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  Our class texts are books by William Shakespeare – our significant author.  Our guided reading text is ‘The Boy at the Back of the Classroom.’  Our writing styles for this half-term are:   * Newspaper reports. * Non-chronological reports. * Stories from other cultures. * Sonnets and narrative poems. | | **R.E.**  Our thematic learning in R.E. this half-term poses the question: What would Jesus do?  **We will be identifying:**   * The features of the Gospel text. * The meanings of Gospel texts studied and comparing the ideas with ways in which Christians interpret biblical texts. * The similar features between the Gospel text, Jesus and how Christians live in the Christian community and in their individual lives. | | | **Maths**  In Maths during this half-term, our objectives will focus on properties of shape and statistics:  **We will be learning to:**   * Solve problems involving multiplication and division. * Use the formal written method for multiplication and division. * Measure and calculate area and perimeter. * Add and subtract fractions. * Read and write numbers as a decimal and a fraction. * Recognise fractions as a decimal and a percentage. | | | **Geography**  In Geography, we are finding out about Polar Regions and climate change.  **We will be learning about:**   * How polar oceans differ to other oceans. * How the main Polar Regions are different. * What is climate change and how does it affect polar regions. * Natural resources found in the Arctic. * Indigenous people. * Tourism in Antarctica. | | |
| **PSHE/RSE**  This half term is all about ‘How we can stay healthy as we grow’.  **We will be looking at:**   * Looking after ourselves. * How we change as we grow up. * Becoming independent. * How to manage the influence of friends and family. * Taking more responsibility. * Managing our feelings. * Managing a healthy balanced lifestyle. | | | See the source image**Nile**  **Curriculum Grid**  **Spring 1 Y5/6** | | | **Science**  In Science this half-term, we will be finding out about electricity.  **We will be learning to:**   * Identify components of a circuit. * Understand how to test circuits by changing components. * Recognise how to test voltages and electric currents using a range of resources. * Research and produce a report asking, ‘How do cells produce electricity?’. | | | | Climate Change Is Turning Antarctica Green | HuffPostComparing the Artic to Anartica. |
| **French**  In French, this half-term, we will be learning about Au Cafe.  **This will include:**   * Ordering food from a French menu. * Asking for the bill. * Saying hello, goodbye, please and thankyou in French. | **DT**  In DT, this half-term, we are going to be looking at **electrical circuits.**  This unit will involve researching, designing and making a light sensor. | | | **Music**  In Music we will be taking part in whole school singing lessons with Mr Reed as well as learning how to play the ukulele.  In Music, we will be following Charanga with the theme of Happy.  We will be learning to:   * Listen to and appraise a variety of pop songs. * Sing alongside a song. * Improvise and compose music using a glockenspiel. | | | **Computing**  In computing, **we are going to look at coding.** This will involve:   * Designing, writing and debugging programs that accomplish specific goals. * Sequencing, selecting, and repeating steps within a program. * Using logical reasoning to explain how some simple algorithms work. * Detecting and correcting errors in algorithms and programs. | | **P.E.**  In P.E. this half-term, we will be taking part in swimming lessons at the Wentworth Leisure Centre on a **Wednesday**. In school, we will also be focussing on gymnastic lessons.    **Children will need to come to school in their P.E. kits on Monday each week.** | |

**Links to our curriculum drivers Nile Class Spring 1 Y5.6**

The following drivers underpin our school curriculum and, with our vision and values, allow us to deliver our curriculum strategy. These key drivers are personal to our schools and reflect the locational, social and educational needs of our community.

|  |  |
| --- | --- |
| **Curriculum Driver** | **Links within our curriculum this half term** |
| **Christianity and Faith** | Celebrating people’s differences through different faiths, beliefs and cultures.  PSHCE/RE – how we change and how we are all different. |
| **Legacy and making a difference** | Comparing the weather in the UK to that of Antarctica and the Arctic.  Looking at how to make a difference to the environment – climate change and global warming.  Looking at how to make a difference to the environment – protecting endangered animals and their environment.  Discovering which scientists invented/discovered electricity.  Look at the difference made by famous scientist – linked with the Centre of Life webinar. |
| **Outdoor learning and our local area** | Science – what is electricity, how it is used, where does it comes from.  Exploring how electrical circuits work and their benefits.  Take part in a fly-tying workshop. |
| **Wider World and Diversity** | Investigate what makes a healthy relationship – Healthy relationship workshop.  Studying a different language – French – and how to order in a café.  Explore the effects of climate change – what can we do.  How is electricity used around the world.  Become aware of a range of authors - reading for pleasure. |