


<p><b>English</b></p> <p>Our class texts for this term will be Pig-Heart Boy and Freedom</p> <p>Our guided reading text is 'The River Prince' by Saviour Poretta.</p> <p>Our writing styles for this half-term are:</p> <p>Persuasion</p> <p>Biographies</p> <p>Non-chronological reports</p>	<p><b>R.E.</b></p> <p>Our thematic learning in R.E. this half-term poses the question: Why is pilgrimage important to religious believers?</p> <p><b>We will be identifying:</b></p> <ul style="list-style-type: none"><li>• What happens at some significant places of pilgrimage.</li><li>• Why certain places are important to certain religions.</li><li>• Identifying similarities and differences between different pilgrimages.</li></ul>	<p><b>Maths</b></p> <p>In Maths during this half-term, our objectives will focus on properties of angles, shape and translation:</p> <p><b>We will be learning to:</b></p> <ul style="list-style-type: none"><li>• Identifying and describing the properties of 2D and 3D shape.</li><li>• Identifying different angles and comparing and ordering them.</li><li>• Describe the position of shapes after reflection or translation.</li><li>• Understand coordinates.</li></ul>	<p><b>Geography</b></p> <p>In Geography, we are completing the topic 'Our Changing World'.</p> <p><b>We will be learning about:</b></p> <ul style="list-style-type: none"><li>• Features of the Earth such as the Equator and Northern and Southern Hemispheres.</li><li>• Time Zones around the world.</li><li>• Understanding maps of different scales.</li><li>• Using grid references.</li><li>• Understanding climate change.</li><li>• Discussing trade around the world.</li></ul>	
<p><b>PSHE/RSE</b></p> <p>This half term is all about 'Changes'.</p> <p><b>We will be looking at:</b></p> <ul style="list-style-type: none"><li>• Personal identities and qualities - achievements and interests.</li><li>• Changes into puberty (elements for Year 6 only);</li><li>• Coping with feelings - hopes and fears as children transition to new classroom/teacher.</li></ul>	<p><b>Nile</b></p>  <p><b>Curriculum Grid Year 5.6</b></p> <p><b>Summer 2</b></p>		<p><b>Science</b></p> <p>In Science this half-term, we will be finding out about living things and their habitats. <b>We will be learning to:</b></p> <ul style="list-style-type: none"><li>• Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</li><li>• Describe how living things are classified into broad groups by their characteristics.</li><li>• Give reasons for classifying animals based on characteristics.</li></ul>	
<p><b>French</b></p> <p>In French, this half-term, we will be learning about At the Tearoom.</p> <p><b>This will include:</b></p> <ul style="list-style-type: none"><li>• Remember and recall a wide variety of foods, snacks, and drinks.</li><li>• To understand better how to change a singular noun to plural form.</li><li>• Perform a short role-play ordering what they would like to eat and drink.</li></ul>	<p><b>Art</b></p> <p>In DT, this half-term, we are going to be looking at <b>Environmental Art</b>. This unit will involve:</p> <ul style="list-style-type: none"><li>• How artists use waste material to create art.</li><li>• How to raise awareness of ocean plastics.</li><li>• Creating their own environmental art.</li></ul>	<p><b>Music</b></p> <p>In Music we will be taking part in whole school singing lessons and learning songs by heart.</p>	<p><b>Computing</b></p> <p>In computing, <b>we are going to be focusing on variables in games</b>. This will involve:</p> <ul style="list-style-type: none"><li>• Explain why a variable is used in a program.</li><li>• Choose how to improve a game by using variables.</li><li>• design a project that builds on a given example.</li><li>• Use the design to create a project.</li></ul>	<p><b>P.E.</b></p> <p>In P.E. this half-term, we will be focussing on rounders as well as athletics, ready for sports day. The children will also take part in weekly swimming lessons.</p> <p><b>Children will need to come in their P.E. kits on Mondays. They will need their swimming kit on a Wednesdays.</b></p>

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.

<b>Curriculum Driver</b>	<b>Links within our curriculum this half term</b>
<b>Christianity and Faith</b>	<ul style="list-style-type: none"><li>• Exploring different religions - why is a pilgrimage important to religious believers?</li><li>• Celebration - Year 6 to go on an educational visit to Newcastle Cathedral supported by the Diocese to celebrate the end of year 6.</li></ul>
<b>Legacy and making a difference</b>	<ul style="list-style-type: none"><li>• We will learn about the life of Catherine Johnson, the author of Freedom.</li><li>• Exploring trade around the world and how it has changed throughout history.</li><li>• How some environmental artists created their art work to highlight certain environmental issues around the world.</li></ul>
<b>Outdoor learning and our local area</b>	<ul style="list-style-type: none"><li>• Exploring the local wildlife areas surrounding school.</li><li>• Learn how to care and provide for the chickens around school.</li><li>• Identify similarities and differences with regards to the five main animal groups and their specific characteristics.</li><li>• Create posters to display around school to make people more aware of how to be environmentally friendly - recycle rubbish.</li><li>• Collecting recyclable rubbish to create environmental art.</li></ul>
<b>Wider World and Diversity</b>	<ul style="list-style-type: none"><li>• What is climate change and in what ways can humans help slow this down.</li><li>• Exploring trades that take places across the world with regards to fossils fuels and metals.</li><li>• Exploring a different locality and comparing it to school - Lockerbie.</li><li>• Preforming a year 6 leavers assembly to parents and the rest of the school.</li><li>• How people change and how children cope with the transition into a new school or class.</li></ul>