Etal Class Overview – Summer 2 2024

<table>
<tr><td>Subject</td><td colspan="2">What we will learn this half term</td></tr>
<tr><td>English</td><td colspan="2">Our class book this half term is The Goldfish Boy by Lisa Thompson.

We will use this book, alongside a range of fiction and non-fiction texts, to continue to develop our vocabulary and skills in inference, prediction, clarification and evaluation.

This half term we will produce a range of writing including:
● non-chronological report
● poetry inspired by The Lost Words</td></tr>
<tr><td>Maths</td><td>Year 5

Combining multiplication with addition and subtraction

● Multiplication can be combined with addition and subtraction; when there are no brackets, multiplication is completed before addition or subtraction; when there are brackets, the calculation within the brackets is completed first.

● When adding or subtracting multiplication expressions that have a common factor, the distributive law can be applied.

Finding equivalent fractions and simplifying fractions

● When two fractions have different numerators and denominators to one another but share the same numerical value, they are called ‘equivalent fractions’.

● Equivalent fractions share the same proportional</td><td>Year 6

Problems with two unknowns

● Problems with two unknowns can have one solution or more than one solution (or no solution). A relationship between the two unknowns can be described in different ways, including additively and multiplicatively.
● Model drawing can be used to expose the structure of problems with two unknowns.
● A problem with two unknowns has only one solution if the sum of the two unknowns and the difference between them is given (‘sum-and-difference problems’) or if the sum of the two unknowns and a multiplicative relationship between them is given (‘sum-and-multiple problems’).
● Other problems with two unknowns have only one solution.</td></tr>
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	(multiplicative) relationship between the numerator and denominator. Equivalent fractions can be generated by maintaining that relationship through the process of multiplication and division. ● Fractions can be simplified by dividing both the numerator and denominator by a common factor. **Common denomination: more adding and subtracting** ● In order to add related fractions, first convert one fraction so that both share the same denominator (a *'common denominator'*). ● To subtract related fractions, first convert one fraction so that both share a common denominator. ● The common denominator method can be extended to adding and subtracting non unit related fractions. ● To add and subtract *non-related* fractions, the product of the two denominators provides a common denominator. ● Converting to common denominators is one of several methods that can be used to compare fractions.	● Some problems with two unknowns can't easily be solved using model drawing but can be solved by a 'trial-and-improvement' approach; these problems may have one solution, several solutions or an infinite number of solutions. **Scale factors, ratio and proportional reasoning** ● Use bar modelling and ratio grids to reason about multiplicative relationships between two or more cardinal quantities, and explore correspondence problems. Extend understanding of scaling measures to make and interpret maps and scale/compare the dimensions of similar shapes.
Science	**Animals including humans (continued)**	

	• Know that the heart and lungs are organs protected by the ribcage • Know that blood travels around the body transporting nutrients that have been absorbed into the blood stream from digestion; blood also carries oxygen around the body which is used to power the body; this use of oxygen to create energy is called respiration • Know that the heart beats, pumping blood around the body and that blood vessels carry the blood; arteries carry blood away from the heart; veins carry blood towards the heart; capillaries are tiny blood vessels that connect arteries and veins • Know that the heart is composed of four chambers: two atria and two ventricles; the aorta is the largest artery in the body and most major arteries branch off from it • Know that when we exercise, our heart beats more frequently so that the oxygen that is used around the body can be replenished; it returns to a resting heart rate afterwards; fitter people tend to have lower resting heart rates • Know that drugs are chemicals that have an impact on the natural chemicals in a person's; know that drugs can be harmful or helpful, depending on what they are and how they are used; know that all drugs can be harmful if overused • Know that paracetamol and aspirin are examples of drugs that can be helpful as a painkiller • Know that cannabis and cocaine are examples of illegal drugs that can have serious negative effects • Know that alcohol and tobacco are examples of drugs that are legal to adults but that can have serious negative effects, such as liver disease and lung disease, respectively *Linking to this topic, we will learn about the scientist Santorio Santorio.*
Humanities (History & Geography)	**Our interconnected world: A three-way study of the UK, France and China (human geography)** • Use an atlas to identify which countries have a land border with the UK (the Republic of Ireland), China (Afghanistan, Bhutan, India, Kazakhstan, North Korea, Kyrgyzstan, Laos, Mongolia, Myanmar,, Nepal, Pakistan, Russia, Tajikistan & Vietnam) and France (Andorra, Belgium, Germany, Italy, Luxembourg, Monaco, Spain, Switzerland). • **Know that the countries of the world are interconnected in a variety of ways, for example transportation and trade links** • Know that the UK is directly connected to France via a variety of transport links, including by train (the Channel Tunnel), by sea and by air • **Know that people often need to have a passport to travel to other**

	countries • **Know that France, as its close neighbour, has had a major impact on the UK through history, being considered as an enemy of England for much of the two countries' histories** • **Know that a country's economy is the sum total of its production, distribution and trade in goods and services (i.e. all the aspects of a country that relate to how resources are used and distributed)** • **Know that the UK buys and sells products and services from around the world**; know that many of the products the UK buys are **imported** from China, including electronic equipment, clothing, toys, etc; know that this trade benefits both countries • **Know that China is the most populous nation in the world** • Compare the populations of the UK (67 million) , France (67 million) and China (1.4 billion – or 1 400 million); compare the life expectancy of UK (81 years old), France (82 years old) and China (76 years old); know the capital cities of UK (London), France (Paris) and China (Beijing); know that 83% of people in the UK live in urban areas, 80% in France and 57% in China • Know that UK (natural gas), France (nuclear) and China (coal) rely on different means to produce their energy • Know that there are different levels of air pollution across the UK, France and China, using online digital maps to compare live air pollution levels https://aqicn.org/map/europe/; know that the burning of fossil fuels caused major health problems in China (as it did during the Industrial Revolution in the UK and continues to do, though to a lesser extent), though China is making changes to reduce this over time, including investment in green technology • Know that China's water supply is affected by shortages due to the rapidly increasing population and pollution, something that they are attempting to tackle through regulation (laws) and technology; China has made rapid improvements in the last 30 years to ensure the vast majority of its population has access to water safe for drinking and sanitation • Know that while currently the UK and France have enough safe water for all inhabitants and strict rules relating to water safety and pollution, both countries may face water shortages over the coming decades according to some scientists • **Know that the people of the UK and France live in democracies which mean that once they are adults they get to vote to decide who is in charge (i.e. who runs the government) – it gives the people of these countries a say in how the country is run and the laws that are made; know that the people of China do not live in a democracy and that all important decisions on how the country is run are made by the communist party; the people of China, thus, do not get a say in how the country is run**; this means that there are many extra restrictions on the human rights of Chinese citizens

	(e.g. restrictions on use of social media, restrictions on freedom of speech, restrictions on media such as what films and books can be bought, many people's freedom taken away without trial, etc) ● Know the UK, France and China have multiple UNESCO world heritage sites, including the Lake District & Stonehenge (UK), Chartres Cathedral & Lascaux (France) and the Great Wall & the Mausoleum of the First Emperor including the Terracotta Army (China) ● **Enquiry question: What are the key similarities and differences between the UK, France and China in terms of human geography?**
Art & D&T	**Celebrating culture and seasonality** <u>Designing</u> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <u>Making</u> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <u>Evaluating</u> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets.

	Technical knowledge and understanding • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary
RE	**How does faith help people when life gets hard?** Making sense of belief: • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. Understanding the impact: • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. Making connections: • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
PSHE	**Growing and changing** ● recognise some of the changes as they grow up e.g. increasing independence ● what being more independent might be like, including how it may feel ● the transition to secondary school and how this may affect their feelings ● how relationships may change as they grow up or move to secondary school ● practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school ● identify the links between love, committed relationships and conception ● what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults ● how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb

	• that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life
PE	This half term Etal Class will have cricket on a Tuesday and NUFC coaching on a Thursday. Children should come into school in PE kit every Tuesday and Thursday. We will also run the daily mile every afternoon!
Computing	**Creating media – Web page creation** This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.
Music	**How Does Music Connect Us With The Environment?** **Respecting Each Other through Composition** This unit celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing.
French	

<u>Notices</u>

Homework is set on Fridays for pupils to hand in the following Thursday. Homework diaries should be signed each week by a parent or guardian and pupils are expected to record independent reading in their homework diaries. Each week, a question will be set on our class reading padlet for children to respond to- they can also interact with posts from other members of the class. https://padlet.com/rebeccagleghorn/o1q83kwuj4nwzemn

<u>Useful Links</u>

Maths:

http://www.bbc.co.uk/bitesize/ks2/maths/
http://www.topmarks.co.uk/maths-games/7-11-years
https://play.prodigygame.com/
https://play.ttrockstars.com/ttrs/dashboard

English:

http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar
https://www.spellingshed.com/en-gb/index.html
ReadTheory | Free Reading Comprehension Practice for Students and Teachers