

Etal Class Overview – Spring 2 2024

Subject	What we will learn this half term	
English	<p>Our class book this half term is <i>Darwin's Dragons by Lindsay Galvin</i>. 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.</p> <p>This half term we will produce a range of writing including:</p> <ul style="list-style-type: none"> ● persuasive, informative speech based on Greta Thunberg's 'No one is too small to make a difference' ● narrative based on Shaun Tan's 'The Arrival' ● biography (based on our science focus of evolution, about a key scientist in this field) <p>We will also be celebrating World Book Day on 7th March!</p>	
Maths	<p><u>Year 5</u></p> <p>Calculation: multiply and divide fractions by whole numbers</p> <ul style="list-style-type: none"> ● Decimal fractions (with a whole number of tenths or hundredths) can be multiplied by a whole number by using known multiplication facts and unitising. ● Multiplying by 0.1 is equivalent to dividing by 10; multiplying by 0.01 is equivalent to dividing by 100. Understanding of place value can be used to divide a number by 10/100: when a number is divided by 10, the digits move one place to the right; when a number is divided by 100, the digits move two places to the right. ● To multiply a single-digit number by a decimal 	<p><u>Year 6</u></p> <p>Mean average and equal shares</p> <ul style="list-style-type: none"> ● Understand the concept of mean average and learn how to find the mean of a set of data. ● Use the mean to compare sets of data and learn when it is appropriate to use the mean. <p>Scale factors, ratio and proportional reasoning</p> <ul style="list-style-type: none"> ● Multiplication and division can be used to calculate unknown values in correspondence (cardinal comparison) problems. ● Multiplication and understanding of correspondence can be used to calculate the number of possible combinations of items. ● Scaling can be used to make and interpret maps.

fraction with up to two decimal places, convert the decimal fraction to an integer by multiplying by 10 or 100, perform the resulting calculation using an appropriate strategy, then adjust the product by dividing by 10 or 100.

- If the multiplier is less than one, the product is less than the multiplicand; if the multiplier is greater than one, the product is greater than the multiplicand.
- To divide any decimal fraction with up to two decimal places by a single-digit number, convert the decimal fraction to an integer by multiplying by 10 or 100, perform the resulting calculation using an appropriate strategy, then adjust the quotient by dividing by 10 or 100.

Multiplication with three factors and volume

- Volume is the amount of space that something occupies.
- Volume is measured in cubic units, such as cubic centimetres (cm³) and cubic metres (m³).
- The volume of a cuboid can be calculated by multiplying the length, width and height.
- Both the commutative law and the associative law can be applied when multiplying three or more numbers.

- There is a proportional relationship between the dimensions of similar shapes; if the scale factor and the dimensions of one of the shapes is known, the dimensions of the similar shape can be calculated; if the dimensions of both of the shapes are known, the scale factor can be calculated.

Combining division with addition and subtraction

- Division can be combined with addition and subtraction; when there are no brackets, division is completed before addition or subtraction; when there are brackets, the calculation within the brackets is completed first.
- When adding or subtracting division expressions that have a common divisor, the distributive law can be applied.

<p>Science</p>	<p>Evolution and Inheritance</p> <p>During this unit, we will be building on learning from previous topics: Animals including Humans; Living things and their habitats; and Fossils.</p> <p>We will learn about:</p> <ul style="list-style-type: none"> ● Inheritance and variation ● Adaptation to suit environment ● Theory of evolution- examining theories constructed by Darwin and Wallace ● Evidence for evolution from fossil records ● Evidence for evolution in relation to humans ● Adaptation, Evolution and Human Intervention- the advantages and disadvantages of adaptations and the role of human intervention <p>As part of this topic, we will explore the life of Mary Anning. Collectively, the activities we take part in will give insights into Mary's life, explore the science of fossils and reflect on the influence of historical, cultural and religious thinking in changing ideas.</p> <p>We are also excited to be celebrating Science Week this half term!</p>	
<p>Humanities (History & Geography)</p>	<p>Our interconnected world: A three-way study of the UK, France and China</p> <ul style="list-style-type: none"> ● Know that the Himalayas are the biggest range on Earth. ● Know that the biggest mountain range in Europe is the Alps, in North America the Rocky Mountains and in South America the Andes. Locate these mountain ranges on a world map. ● Know that Mount Everest is the tallest mountain on Earth. ● Know that mountaineers sometimes challenge themselves to ascend the tallest mountain in each continent; this challenge is known as the Seven Summits. ● Know that the tallest mountain range in the UK is the Grampians in Scotland; know that the highest peak of the Grampians is Ben Nevis. 	

- Understand lines of latitude and how the Earth can be divided into polar, temperate, sub-tropical and tropical zones and that each tend to have different climates and biomes.
- Identify the UK, France and China on a world map in relation to the nearby oceans and seas (specifically the North Sea, the Atlantic Ocean, the English Channel, the South China Sea, the East China Sea and the Yellow Sea)
- Know that the UK and France both exist in a temperate climate zone; know that China mostly sits in a temperate climate zone but also sits in a sub-tropical zone in the south of the country and a tropical zone at the very south-east of the country; as a result, unlike the UK and France, China has two regions of tropical rainforest
- Compare the area of the UK (0.24 million km²), France (0.64 million km²) and China (9.60 million km²);
- Compare the relative height of the tallest mountains in the UK (Ben Nevis -1,345m), France (Mont Blanc - 4,809m) and China (Mount Everest - 8,849m); NB - The summit of Mount Everest runs along the China-Nepal border
- Know China (coal and timber) and the UK (oil) have significant natural resources that contribute to the economy of the two countries; in comparison, France has almost no fossil fuel resources that contribute to its economy; (it dug up most of its easily accessible coal during the industrial revolution)
- Know that the longest river entirely in the UK is the Severn (354 km); know that the longest river entirely in France is the Loire (1,006m); know that the longest river entirely in China is the Yangtze (6,300m)
- Using atlases, note the preponderance of major cities on the coast or beside major rivers in the UK, France and China and compare the length of coastline for each country
- Enquiry question: What are the key similarities and differences between the UK, France and China in terms of physical geography?

Art & D&T

Structures: bridges

	<p>We will explore how to reinforce a beam (structure) to improve its strength. Pupils will build a spaghetti and finally a wooden truss bridge and evaluate their design.</p>
RE	<p>What do Christians believe Jesus did to 'save' people? (Salvation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.
PSHE	<p><i>How can the media influence people?</i></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities,

	<p>what might influence somebody to gamble and the impact it might have</p> <ul style="list-style-type: none"> ● to discuss and debate what influences people's decisions, taking into consideration different viewpoints
PE	<p>This half term Etal Class and will be taught invasion games on a Wednesday and will have NUFC on a Thursday.</p> <p>Children should come into school in PE kit every Wednesday and Thursday.</p> <p>We will also run the daily mile every afternoon!</p>
Computing	<p>Data and information- spreadsheets</p> <p>This unit introduces the learners to spreadsheets. Learners are supported in organising data into columns and rows to create their own data set. They are taught the importance of formatting data to support calculations. Learners are introduced to formulas and begin to understand how these can be used to produce calculated data. They are taught how to apply formulas which include a range of cells and apply formulas to multiple cells by duplicating them. Learners use spreadsheets to plan an event and answer questions. Finally learners create graphs and charts and evaluate their results in comparison to questions asked.</p> <p>We will also finalise our preparation for the Lego League competition which takes place this half term- we have been very busy programming our robot to complete this year's challenges!</p>
Music	<p>How does music improve our world? Gaining confidence through performance</p> <p>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.</p>
French	

Notices

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/rebeccaglehorn/o1q83kwuj4nwzmn>

Useful Links

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](#)