

## Curriculum Learning Overview

### Spring Term 2025: Years 5 and 6

This document will give you an overview of what learning will look like during the autumn term.

#### Curriculum coverage:

- Maths and English are taught daily.
- PE will be every Tuesday and Friday. Please ensure children arrive wearing school PE kit on these days.
- Music, PSHE and French are taught weekly. All other subjects are blocked (taught over a period of 1 or 2 weeks). Please see page 2 for an outline of what will be covered in topics this term.

Please check your 'Dojo' app for messages throughout the week. Let the office know if you do not have access to this.

Thank you for your support,

*Mrs Bromley & Mr Lines*

## English: Reading & Writing

Our reading and writing this term will explore the following themes:

- Novels – Journey to Jo'burg.
- Picture books – Voices in the Park
- Non-fiction persuasive writing – The Day the Crayons Quit
- Non-chronological reports – Alien descriptions
- We will also be revisiting and reviewing key skills in spelling, grammar and punctuation in preparation for the Year 6 SATs.

## Maths

To begin the new year, we will continue with the work we started last term on fractions. This will then lead on to exploring decimals and percentages.

Year 6 will also learn about statistics, algebra and ratio, whilst Year 5 will deepen their understanding of multiplication and division.

For the measurement part of the curriculum, both year groups will learn about perimeter and area with Year 6 also learning about volume.

## Music

We will be exploring the concepts of pulse, melody and harmony by studying the theme from Chariots of Fire, also looking at how music can soundtrack a film.

We will also study songwriting, including song structures, hooks and lyrics, by learning about popular artists from recent decades, including Chic, Boni Beat, Oasis and Destiny's Child.

## French

In French, we will be learning about all things animal, following the units *Cher Zoo* and *Le Carnaval des Animaux*. We will learn to describe people, places, things and actions orally and in writing as well as getting to grips with the basics of French grammar.

## PSHE

### Keeping Safe and Managing Risk

The children will learn about feelings of being out and about in the local area with increasing independence. This will include learning about, recognising and responding to peer pressure as well as learning about the consequences of anti-social behaviour (including gangs and related behaviour).

### **History: The Maya Civilization**

*How does Mayan art and culture contrast with Anglo Saxon art and culture?*

The children will learn where and when the Mayans lived. We will explore Mayan art and what it showed (religious beliefs, their way of life, wars they had fought, how they sacrificed people and their kings). Together, we will talk about the similarities and differences between Mayan art and culture and Anglo-Saxon art and culture.

### **RE: GOSPEL:**

This unit will explore the parables told by Jesus, including The Wise and Foolish Builders, The Sermon on the Mount, The Centurion's Servant. By the end of the unit the children will be able to offer interpretations of Jesus' teaching and parables he told and understand the difference between them. They will also be able to express their understanding about what Jesus would do to a moral dilemma from the world today and explain the impact Jesus' teaching and example might have on Christians today and how this informs the way they live.

### **Art & Design: Self-Portraits**

#### **Artist focus – Leonardo Da Vinci**

In Art this term, we will be focusing on developing our drawing skills using pencils. To do this we will be looking at how Leonardo Da Vinci used line and different shading techniques to show the definition and detail needed when creating a self-portrait. After spending time practising our shading and drawing skills, we will be creating our own self-portraits in the style of Leonardo Da Vinci.

### **Computing: Information Technology**

This term we will be focusing on programming, using the units 'selection in physical computing' and 'selection in quizzes'. We will be using the online resource Scratch to help us with our learning, as well as continuing to ensure children know how to stay safe online.

### **DT: Automata Toys**

In this unit we will be exploring how cams are used to create movement in automata toys. We will spend time investigating how changes of the cam profiles can impact the speed and direction of movement within the toys. As well as exploring the movement within automata toys, we will also be accurately measuring and cutting wood to make the frame for the toys. During the process of designing and making the toys, we will be constantly evaluating and making changes to make sure the final product is the best it can be.

### **RE: SALVATION/KINGDOM**

What kind of King is Jesus? The children will consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (The Feast Luke 14, The Tenants in the Vineyard Matthew 21). At the end of the unit, they will be able to make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. They will also relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of others, offering insights about whether or not the world could/should learn from Christian ideas.

### **Science: Light**

For science this term, we will be ensuring the children can recognise different light sources as well as know why shadows have the same shape as the objects that cast them. The children will learn that light travels in straight lines and be able to explain that objects are seen because they give out or reflect light into the eye. They will also learn that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

## Ideas for creative writing at home this term...

- Write about your ambitions for the year ahead. Set yourself some achievable goals and write down the small steps you will take in order to achieve your goals.
- Write a fact file about Leonardo Da Vinci, explaining some of his most famous work.
- Write instructions on how to build a periscope.
- Write a book review for a book you have read in school or at home.
- Write a poem or story inspired by one of the pieces of music we are listening to this term.
- Write a conversation in French showing off the vocabulary you have learned so far and talking about your family.

## Homework

For information about our Homework policy please click the link below:

[Homework | Federation of Follifoot and Spofforth](#)

We welcome and encourage children to continue their learning beyond school and share the results with us. We have consciously decided not to publish or set homework sheets to avoid these becoming a list to work through however there are some key weekly tasks/ activities that we would like all children to complete.

Year 6 pupils have Homework Booklets to complete weekly.

## TT Rockstars App

Being confident at times tables helps all areas of Maths including problem solving. Daily Practice on TT Rockstars will improve times table recall and speed and incorrect answers are immediately corrected so that children start to associate the correct answer to every question.



## Daily Reading

Learning to read – and to love to read – is directly linked to children's success at school and beyond.

Reading **daily** with and to your child is the single most important thing that you can do to help them with their learning.

For more information about how to support your child with their reading, please visit our school website.

## Spelling App

Please remind your child to log on to Spelling Shed. This will help children consolidate the statutory spellings for their year group as well as revising the spelling rules.

