

# Going Global

Years 5 & 6

Summer Term 2018



## Key Areas of Learning

As **Geographers**, our focus this term will be on environmental education. Children will use a range of information sources to explore ways in which renewable energy can be produced and the associated impact on both the human and physical characteristics of the local area. They will visit Westmill Wind Farm to gain first-hand experience of the costs and benefits of generating electricity using wind power, before drawing their own conclusions about renewable energy and the wider issues surrounding the importance of taking responsibility for caring for the environment.

As **Scientists** we will be covering two topics this term. The children will begin with a unit of work on 'Light', where they will identify sources of light and consolidate their understanding of the formation of shadows. They will then investigate reflection and refraction, and gain an appreciation of the spectrum of colours which comprise white light. The second unit will be on 'Electricity'. We will begin with a revision of simple circuits and will represent these with symbols and diagrams. The children will then compare series and parallel circuits.

As **Design Technologists** children will be designing and creating an energy efficient vehicle. Within food technology they will be researching and tasting a range of foods from around the globe.

### LITERACY

Children in Years 5 & 6 will cover the following units:

- **Short stories with flashbacks**; children will read short fantasy stories, before writing their own short story involving a flashback.
- **Explanation & Recount**; children will research and write an explanation text linked to their work on renewable energy
- **Poetic style in poetry**; children will explore how writers use language before writing their own free-verse poems

Children in Year 6 will also follow a structured programme of revision in preparation for SATS.

### MATHEMATICS

Children in Years 5 & 6 will cover the following units:

- Fractions, Decimals & Percentages
- Area, Perimeter & Volume
- Measurement
- Geometry

Children in Year 6 will also follow a structured programme of revision in preparation for SATS.

### RE

Children will investigate the different types of clothing worn by followers of the major world religions before considering the question 'Does clothing express belief?' They will then explore the idea that religious belief may help form opinions of what is best for our world.

### COMPUTING

Children will build on their existing knowledge and understanding of the process of Espresso coding to design and build their own animation. They will learn to be critical thinkers by solving a range of problems in order to produce a working

### PSHE

Children will begin the term by considering the theme 'Rights and Responsibilities' and the way that this impacts on them, both at school and at home. They will then consider the achievements they have made during the year and how these will help them as they move up into Year 6 or 7.

### MUSIC

In this unit children focus on locally inspired music and will compose and perform music inspired by their local community. They will then learn about beat, syncopation, pitch and harmony using a range of compositions from around the world.

### PE

In athletics, children will be developing technique and control across a range of disciplines. Children will also have an opportunity to develop their coordination skills in tennis, badminton, cricket and rounders. They will also be participating in Sports & Health week.

### FRENCH

Children will be taught to speak with increasing confidence, fluency and spontaneity. Topics for the term include planning a holiday, travel arrangements, the 24 hour clock and making a hotel reservation.

### Enterprise

As enterprising pupils we will:

- Design, create, cost and sell a product as part of Mini Enterprise Week.
- Explore the economic impact of renewable energy plants at both a local and national level.

### Environment

As pupils concerned with our environment we will:

- Consider how different religions and beliefs influence the way people respond to global issues, such as the environment.
- Investigate the impact of renewable versus non renewable energy sources.

### SMSC

To develop our spiritual, moral, social and cultural awareness as pupils we will:

- Listen and respond appropriately to the views of others.
- Show respect for their environment
- Develop an understanding of Britain's local, national, European and global dimensions.

### Community

As members of our school community we will:

- Consider the importance of making and maintaining friendships. Children will explore ways in which they can uphold our school values and continue to be active members of our class and school community.

