

Great Tew Primary School

Years 5&6 - Spring Term 2024-25

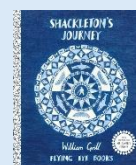
Overarching Theme: Frozen Kingdoms



English

In English we will be exploring *The Last Bear* through a range of writing tasks, including character profiles, figurative descriptions, dialogue, journal entries, and scientific reports. The unit will culminate in writing a newspaper article, combining narrative events with environmental themes like climate change, enhancing both our writing skills and understanding of the story's deeper messages.

Later in the term we will move on to studying Shackleton's Journey. Children will be guided through the remarkable Antarctic expedition of Ernest Shackleton, focusing on developing their writing and research skills. The main outcome is to produce a newspaper article, capturing the challenges, bravery, and perseverance of the crew.



Maths

In Maths we will be covering the units:

Multiplication and Division: Developing efficient strategies and solving real-world problems.

Fractions: Comparing, converting, and performing operations with fractions.

Decimals: Exploring place value, arithmetic, and conversions with decimals.

Area and Perimeter: Calculating and applying these concepts to various shapes.

Percentages: Understanding, converting, and solving problems with percentages.

Geography – Frozen Kingdoms

The Frozen Kingdoms scheme explores the Arctic and Antarctic, focusing on geography, science, history, and environmental issues. Children will learn about the climates, ecosystems, and adaptations of polar regions, study famous explorers, and understand the impact of climate change on these areas. They'll also engage in creative activities, such as making polar landscapes and animals. The unit encourages environmental awareness and critical thinking, helping students gain a deeper understanding of the frozen kingdoms and their importance to the planet.

History

In this geography project children revisit the concept of exploration from the Year 2 project "**Movers and Shakers**" and describe the significant achievements of explorers who sailed to polar regions, using their knowledge of chronology to build a timeline. They examine the decision made by Robert Falcon Scott on his ill-fated expedition to the South Pole and describe the causes and consequences of his demise. Children study the expeditions of Ernest Shackleton and his team, describing events from their perspectives. They learn about the sinking of the SMS Titanic and create a detailed narrative of key events.

Science

Electrical Circuits and Components – children will learn about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.

Art and Design

Environmental artists: This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.

Inuit – children will learn about the rich culture, history, and lifestyle of the Inuit people. This term, children will explore Inuit traditions, including their art, language, clothing, and food. They will learn about the environment in which the Inuit live, such as the Arctic, and how they

Design Technology – Engineer

This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. The children will complete a bridge-building engineering challenge to create a bridge prototype.

Religious Education

We will explore two overarching questions.

Why should Hindus live a good life?

It is the intention of this unit to provide a broad understanding of how and why it's important to most Hindus (also called Sanatanis)* that they live a good life, introducing them to the cycle of samsara (which is shared as a concept by Sikhs and Buddhists) and the impact of this on people's lived experience. It will also explore some more philosophical questions about living according to the principles of dharma and ahimsa and why these are important ideas in helping

PSHE

Keeping Safe - the unit will cover:
Understanding emotional needs
Staying safe online
Drugs - norms and risks (including the law)

Rights and Respect – the unit will cover:
Understanding media bias, including social media
Caring - communities and the environment
Earning and saving money
Understanding democracy

	adapt to harsh conditions. Students will also study the role of storytelling, myths, and legends in Inuit culture. Through this unit, children will gain an appreciation for diverse cultures and develop a deeper understanding of how communities live in extreme climates.		Hindus to escape the cycle of samsara and be reunited with Brahman. For Christians, what difference does it make to belong to God's kingdom? This will include learning the meaning of the command to 'act justly, love mercy, walk humbly'. Children will explore the words from the Lord's Prayer 'on earth as it is in heaven and they will learn Christian beliefs about life after death	
Computing Text based adventures: This unit teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype. Networks: This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.	Music Creative composition: By using chords in compositions, the children will create music that is more harmonically interesting. They can also create accompaniment for a melody using chords. The children will explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition for Disco Fever. Musical Styles Connect Us: Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.	Physical Education Swimming – children will have six weeks of swimming lessons at Bloxham School, every Friday during the first half of term Dance – children will learn to compose dance phrases and sequences, enhancing their creative expression. The unit emphasizes understanding body movements and spatial awareness, contributing to improved physical coordination. Pupils practice presenting their dance sequences, building confidence and stage presence. Gymnastics - focuses on enhancing balance, coordination, strength, and flexibility. Students learn to create and perform gymnastic sequences, incorporating movements like rolls, jumps, and balances. They work with apparatus to improve skills like jumping and landing The unit also emphasises performance skills, self-assessment, and reflection to track progress and set goals for improvement. The aim is to build physical skills, creativity, and fitness while encouraging students to express themselves through movement.	French Healthy eating, going to market - the children will start by revisiting fruits and vegetables they first came across in the Hungry Giant topic in Stage 1. This time the children will explore going to the market to buy fruits and vegetables and take part in a role play at the market. The children will then follow instructions in a fruit and vegetable recipe. Clothes – the children will be learning nouns for clothes, and they will look at the verb “to wear”. The children will see how to use adjectives of colour to describe clothes. They will then look at and unpick a detailed description of an outfit and finish the unit with a focus on Carnival and carnival outfits.	SMSC and Values Spiritual Development: Encourages students to explore their own beliefs, the world around them, and the big questions in life, such as the meaning and purpose of life, the nature of humanity, and existence. Moral Development: Involves teaching students about right and wrong, ethical decision-making, and understanding the consequences of their actions. It helps students to develop a sense of justice, fairness, and respect for others. Social Development: Focuses on how students interact with others, build relationships, collaborate, and understand their role in a community. It helps students become responsible, active citizens who contribute positively to society. Cultural Development: Encourages students to appreciate diversity, understand different cultures, and develop an awareness of the rich variety of beliefs, values, and traditions in society.