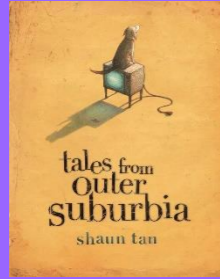


Our core text/s for this term:



Term 4







Year 5 Blake

*Dry, Hot, and Humid*

Questions to ask your child:

Does your environment adapt to you, or do you change to suit your environment?

Are people born with their personalities, or do they adapt and change with time?

Writing	Reading	Maths	Science
 <p>In writing we will be focusing on a range of different outcomes this term, such as a letter, a short narrative, and some non-fiction writing.</p> <p>We will continue to consolidate understanding of KS2 punctuation and embed it in our writing. We will also explore vocabulary choices and the impact of our chosen language on the reader. In our writing, we will think carefully about sentence structure using both previously learnt and newly learnt skills.</p>	 <p>In Y5 Blake this term we will be focusing most of our reading around non-fiction texts linked to the desert.</p> <p>We will continue to develop our fluency by reading aloud and discussing what we have read in class. We will also develop our comprehension using a range of reading skills with a strong focus on providing more detailed responses.</p>	 <p><b>Fractions</b></p> <p>Children in Year 6 will focus on the following topics this half-term:</p> <ul style="list-style-type: none"> <li>- Multiplication and Division</li> <li>- Fractions</li> <li>- Decimals and Percentages</li> <li>- Perimeter and Area</li> <li>- Statistics</li> </ul>	<p><b>Evolution and Inheritance</b></p> <p>Studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.</p> <p><b>Key vocabulary</b> <i>Adaptation, ancestor, characteristic, competition, environmental, evidence, evolution, extinct, fossil, gene, habitat, inherit, natural selection, offspring, peer review, population, reproduce, scientific theory, selective breeding, species, specimen, survival, "survival of the fittest" variation</i></p>
History/Geography	Art/DT	RSE & PSHE/RE	Other
<p><b>Geography: Could you survive in a desert?</b></p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> <p>Some Key skills covered include:</p> <ul style="list-style-type: none"> <li>-Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> <li>-Describing and explaining similarities between two environmental regions studied.</li> <li>-Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>-Recognising geographical issues affecting people in different places and environments.</li> </ul> <p><b>Key vocabulary:</b> <i>agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather</i></p>	<p><b>Art Focus – Interactive Installation</b></p> <p>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p>  <p>Children will research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. They will explore how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Key Vocabulary:</b> Interpret; meaning; narrative; pattern; shape; tone</p>	<p><b>PSHE - Learning:</b> to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p> <p><b>Key Vocabulary:</b> Authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype</p> <p><b>Religious Education: Why do people stand for their beliefs?:</b> From Abrahamic and non-religious perspectives, children interpret different sources of wisdom and beliefs about what happens when we die and the importance of funerals.</p> <p><b>Key vocabulary:</b> atonement <i>Barzakh, cremate, Dia de los Muertos, embalm eternal, Gehinnom, Jahannam, judgement, mourning Olam Ha-Ba, purgatory, reconciliations, solemn, soul Tachrichim, Tawhid, Yarm al-Qiyamah, Yizkor Yom Kippur</i></p>	<p><b>Computing</b> Writing, recording and editing radio plays set during WWII, looking back in time at how computers have evolved and designing a computer of the future.</p>  <p><b>Music</b> In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>  <p><b>French</b> Children will expand their knowledge of adjectives and learn to apply them to familiar patterns.</p> <p><b>PE</b> Children will develop strategic positioning and passing skills in the context of invasion games such as handball.</p>