





# Corsham Primary School








## Parent/Carer Curriculum Newsletter



Year: 5/6 Class Teachers: Mrs Ryan, Miss Richards and Mr Menhenitt

### Summer Term 2024 (15/04/24 – 24/07/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p><b>Being a Mathematician</b></p> 	<ul style="list-style-type: none"> <li>• Geometry and angles</li> <li>• 2D and 3D shapes</li> <li>• Measuring and drawing angles</li> <li>• Consolidation of calculating perimeters and areas of shapes, decimals and percentages and measuring</li> <li>• Drawing and measuring angles</li> <li>• Consolidation of multiplication and division (year 5)</li> <li>• Mathematical projects that cover all four operations, mathematical thinking and processing (Year 6)</li> <li>• Designing mathematical investigations (Year 6)</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Articulate, answer and express their opinions through a non-chronological report</li> <li>• Participate in discussions and debates</li> <li>• Using descriptive effects.</li> <li>• Writing short stories.</li> <li>• Contributing constructively to shared discussion about literature</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>• Learning about stories from other cultures</li> <li>• Widening experience of older literature</li> <li>• Discussing author's word choices and techniques</li> <li>• Retrieve information from a piece of text</li> <li>• Summarise a piece of text</li> <li>• Answering reading comprehension questions</li> <li>• Answering reading inference questions</li> </ul>
<p><b>Being a Scientist</b></p> 	<ul style="list-style-type: none"> <li>• How have scientific ideas developed over time?</li> </ul>

<p><b>Being an Engineer</b></p> 	<ul style="list-style-type: none"> <li>• Why does sequencing and coding matter?</li> <li>• Trial and error being helpful</li> </ul>
<p><b>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Listen with attention to detail</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>
<p><b>Being a Geographer</b></p> 	<ul style="list-style-type: none"> <li>• Investigate how the tourism industry works</li> <li>• Locate the world's countries, using maps to focus on Europe (and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries</li> </ul>
<p><b>Being an Historian</b></p> 	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• Note connections, contrasts and trends over time</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Investigate a history of Trade in the local area</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>
<p><b>Being an Artist</b></p> 	<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example pencil, charcoal, paint, clay)</li> <li>• Learn about great artists, architects and designers in history</li> </ul>
<p><b>Being an Athlete</b></p> 	<ul style="list-style-type: none"> <li>• Tennis</li> <li>• Athletics</li> <li>• Cricket</li> <li>• REAL PE – Social Skills</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<ul style="list-style-type: none"> <li>• Learning about different faiths</li> <li>• Understanding how religious and spiritual ideas are expressed</li> <li>• Asking important questions about living in the community - raising and suggesting different answers</li> </ul>

<p><b>Being a Philosopher (PSHE)</b></p> 	<ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Health education</li> <li>• Transition for Year 5 to Year 6 and for Year 6 to secondary school</li> </ul>
<p><b>Being a Linguist</b></p> 	<ul style="list-style-type: none"> <li>• Learning about Spanish food and meal times.</li> <li>• Listening and beginning to understand weather reports.</li> </ul>

### Other Information:

In Year 5 and 6, home learning will continue to be set on a weekly basis. We will continue to provide home learning as an activity on Seesaw for your child to complete and then upload their finished tasks. It will be set on a Friday and then due in on the following Thursday. For each activity the children complete, they receive a stamp on their home learning card, which earns them a reward when their home learning card is full.

Authors Home Learning includes reading, where children are encouraged to read for short periods daily. Your child will need to tick their reading record at least 3 times a week to show they have read. Please support your child to ensure their reflections are completed weekly.

Everyone will also be given a list of spellings for their home learning. They should practise these in their home learning book. We will teach a variety of spelling strategies that children can use and there will be a spelling challenge fortnightly. Please help your child to learn their spellings at home.

Your child should also be learning their times tables at home; please practise these three times per week to develop fluency. Please encourage your child to log on to the Times Table Rock Star website where they can practise their times tables in a fun and engaging way. We will also be completing weekly times table challenges in class where your child will need to recall the times table they are learning. Please spend time practising this times table at home.

The children will be taking part in both inside and outside PE this term. Please ensure your child has a complete labelled PE kit, including some black or dark track suit bottoms for outdoor games.

The children can bring a daily tuck of plain biscuits or fruit which they will be able to have during break time. Children are encouraged to bring in their own water bottles from home. They will be able to top these up if they finish their water bottle during the day.

If you have any questions then please do ask.

Many thanks,

*Mrs Ryan, Miss Richards and Mr Menhenitt*

The Year 5/6 Team at Broadwood