Term-on-a-page for Ravens
Spring Term 2023

| Week | 1<br>4-6 Jan | 2<br>9-13 Jan | 3<br>16-20 Jan | 4<br>23-27 Jan | 5<br>30 Jan- 3 Feb | 6<br>6-10 Feb | 7<br>20-24 Feb | 8<br>27 Feb- 3 Mar | 9<br>6-10 Mar | 10<br>13-17 Mar | 11<br>20-24 Mar | 12<br>27-31 Mar |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | Whole class reading comprehension: *Kensuke's Kingdom* | | | | | | Whole class reading comprehension: *Clockwork* by Philip Pullman | | | | | |
| Writing | Persuasive writing | | | Story | | | Balanced Argument | | | Story | | |
| Grammar and punctuation | Formal and informal speech; modal verbs, colons and semi-colons; tense choice; commas to demarcate clause boundaries and commas to clarify meaning | | | | | | Marking boundaries between independent clauses; cohesive devices within paragraphs; linking ideas across paragraphs using a wider range of cohesive devices: adverbials, tense choice, repetition, conjunctions and ellipsis. | | | | | |
| Mathematics | Y5: Fractions | | | | Y5:Decimals and percentages | | | | Y5: Area and perimeter | | Y5: Statistics | |
| | Y6: Ratio | Y6: Algebra | | Y6: Decimals | Y6: Fractions, decimals and percentages | | | | Y5: Area, perimeter and volume | | Y6: Statistics | |
| Science | Electricity: Circuits and Components | | | | | | Evolution and Inheritance | | | | | |
| Foundation subjects | Geography – Frozen Kingdoms | | | Art – Monotypes | | | History – Dynamic Dynasties | | | Design & Technology – Monitoring and Control | | |
| PSHE | 4th January – Belonging to a Community | | | | 5th January – Media Literacy and digital resilience | | | | | RE: Being a Buddhist | | |
| Computing | Scratch, algorithms and debugging | | | | | | Selection in Physical Computing | | | | | |
| PE and games | Dance: musical theatre | | | | | | Dance: ballet | | | | | |
| | Rugby | | | | | | Tennis | | | | | |
| Music | Brass- James Bond<br>Film | | | | | | Brass- Chameleon<br>Jazz by Herbie Hancock<br>Composition – creating riffs/ostinati | | | | | |

**Science – Electricity:**
Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.
Pupils might work scientifically by systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. They could investigate other sources of energy that can be converted to power cells by making potato clocks or similar fruit/veg based device.

**Art – Monotypes**: In this study unit children will look at the work of Edward Degas, particularly focusing on his 'inky drawings'. They will sketch some of his drawings following prompts, such as 'draw with your non-dominant hand' or 'use 5 lines to draw your subject'. They will then explore different monoprint techniques, including mark making onto the print, removing and reducing ink and masking areas of the image. The children will add more colour to their prints by creating 'cognates', using oil pastels.

**DT – Monitoring and Control:** This Design and Technology unit combines what the children have learnt in computing about variables, selection and sensing to design and make a programmable and steerable buggy that uses a front mounted sensor to overcome a series of physical challenges to perform a function. It is based on the Code It Primary Programming 'Affordable STEM computing projects for the Primary Classroom' Robot Challenge. As technical knowledge and understanding to introduce the unit, the children learn about how robots and machines such as robotic vacuum cleaners, cars and smart traffic lights are equipped with sensor detection.

**Geography – Frozen Kingdoms**: This unit teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.

**History – Dynamic Dynasties**: This unit teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.

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**Science – Evolution and Inheritance**: Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Pupils could research how planter breeders select desirable traits in plants/crops then cross pollinate or graft species to respond to consumer demand.

**How can you support your child's reading?**
Encourage your child to read on a daily basis, letting them choose books that interest them. If possible, allow your child to have a quiet time and place to read. Although older children should be able to read independently, it is still nice to share a book together sometimes. Trips to the library will give a greater choice of book. Talk to your child's teacher if you have concerns over their reading.

**How can you support your child with their learning?**
White Rose Maths have a parent and child tab with lots of resources to support you child with their learning. www.whiterosemaths.com and follow the parent and child tab at the top.
www.timestables.co.uk
BBC Bitesize have a range of resources on different subjects for all year groups.

**Timetable for this half term**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Morning to break | English | English | English | English | Music<br>English |
| Morning after break | Maths | Maths | Maths | Maths | Maths |
| Afternoon | Foundation subjects | Science | Mathematics/Computing | PE | Foundation subjects |