



Core Curriculum:

English Writing:

We will start the term exploring narrative poetry involving powerful imagery of life on the Front Line. We will focus on mastering our figurative language skills. After this unit, we will be writing diary entries from multiple points of views from one day. We will look at formality, adverbials, clauses and a range of punctuation.

You can help your child by: asking them what their targets are or setting a target to work on together. Their targets are available here:

<https://www.bowsland.org.uk/english/>

English Reading:

We will spend the first half of the term exploring non-fiction texts to improve our understanding of key events in WW2 before moving onto focusing on the fictional text *I am David* by Anne Holm. We will be using VIPERS to answer questions and explore key details.

You can help your child by: reading together and discussing what they have read at home – how far will they get on our class challenge?

English Spelling:

Year 5 will be exploring the rules: 'ie' after c, 'ough' words and language for possibility as well as our key words.

Year 6 will be exploring the rules: Suffixes -er -or & -ar; adverbs synonymous with determination; a range of adjectives to describe character, setting and feelings and then our key words. These have all been set on Spelling Shed.

Maths:

This term Year 6 will explore algebra before moving onto measure. We will be converting between different units of metric measure and imperial measure and revisiting area, perimeter and volume. We will then look at ratio and proportion. **Year 5 will** be continuing to master fractions.

You can help your child by: encouraging them to practise their times tables on Times Table Rockstars or through their Going for Gold challenge available here: <https://www.bowsland.org.uk/going-for->

Mathematical Fluency:

This term we will be using our sessions on Feedback Fridays to revisit areas of place value, fractions and the four calculations. There will also be weekly challenges set on Times Table Rockstars.

You can help your child by: challenging them to times table battles with you or online with their peers.

Science:

This term we will be exploring forces and focusing predominantly on air and water resistance through case studies into WW2 parachutes, airplanes and boats.

Cycle 1: SPRING TERM 2

Art and Design:

We will explore the work of John Sargeant and Anna Airy to produce a multimedia collage piece inspired by their work that celebrates remembrance. We will have time to experiment with a range of wet and dry media to create a whole key stage collage.

Be Safe: Mind -Jigsaw:

This term our focus is 'Healthy Me'. We will be looking at healthy diets and healthy choices to promote a positive mental wellbeing.

Be Safe: Body-PE:

This term, we are practising the skills of hockey and badminton.

Project Enquiry Question: Why did Britain have to go to war in 1939?

Project outcome: Design a Remembrance Mural

History:

We will be revisiting one of our favourite topics in UKS2: World War Two. Year 5 will be exploring key dates, allies and axis, evacuation, how Hitler rose to power and the impact that the war had on individuals in the UK, Europe and around the world. Year 6 will first focus on understanding what it was like to be a German after WW1 and why the Nazi Party offered them a sense of hope. We will then delve deeper into life on the front line before moving onto different perspectives of the Holocaust: what was it like to be a German Jew? How do British and European views about the war differ?

Computing:

When we return to school, our focus this term will be programming. We will be looking at the work of Alan Turing in interpreting German codes.

Geography:

Our focus will be looking at the geography of the ally and axis groups of the war. Where did they come from and what was their involvement? Why was it called a World War? Which countries were actively involved and which were forcibly involved?

RE: (Last week of term)

This term it is EXPRESSING: We will express ideas and insights about the nature, significance and impact of religions and worldviews. If God is everywhere, why go to a place of worship? (Christians, Hindus and Jewish people) Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.g. Humanists)

Spanish:

Los Romanos