

Pioneers Class Spring Term 2024

Team: Mrs Maloney, Mrs Ashdown, Mrs Royal and Mr Wake

Parent Information Sheet: Curriculum Coverage

Dear Parents/Carers,

Hello and a huge Welcome back to school , I do hope you all enjoyed a refreshing winter break. Please find listed below our intended curriculum coverage for the Spring Term 2024.

Maths Spring 1 and Spring 2

The children will cover the age related objectives set out in the National Curriculum and will cover the following areas; place value, addition and subtraction, multiplication and division, measurement, fractions , decimals, geometry and shape. **A fluent knowledge of all times tables is a crucial element of maths application and understanding in Years 5 and 6. Please continue to support your children to access TTRockstars at home (or indeed any Times Table app) as continuous exposure to retrieval practice will increase their confidence.** Throughout this term Year 6 will continue to work through old Maths SATS papers , as this will ensure that they are fully prepared in what to expect in May.

The scheduled dates for SATS in 2024 are Monday 13th May to Thursday 16th May. 2024.

English Spring 1 and Spring 2

The following texts will be studied: Spring 1 Ice Trap by Meredith Hooper and Shackleton's Journey by William Grill. The intended writing outcomes will be: diary/letter writing, factual writing and description. In Spring 2 we will look at both The Floodlands by Marcus Sedgewick and Survivors by David Long and the intended writing outcomes will be narratives , factual writing and the specific manipulation of language. Guided reading , SPAG (spelling , punctuation and grammar) and handwriting is also taught within English lessons.

Science Spring 1 Evolution and Inheritance Spring 2 Properties and Changes to Materials

Science always follows the requirements of the National Curriculum which states specifically that:

The study of Evolution and Inheritance in UKS2 involves recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Also recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Additionally to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In the study of properties and changes of materials the children are expected to be taught how to

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Geography - Extreme Environments

To include a study of Antarctica as an extreme environment, as well as understanding the world distribution of biomes and climate zones. To also learn about volcanoes and earthquakes, their distribution, causes and effects

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

RE - Spring 1 Stewardship/ Creation stories Spring 2 Jesus the Law Breaker

In RE lessons children are given the opportunity to develop their SMSC : Spiritual, Moral, Social and Cultural education.

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing experiences and responding to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Spring 1: The creation stories in Christianity and the Hindu beliefs will be studied to enable children to understand why religions have developed stories about creation. What is their purpose?

Spring 2: In the pre Easter topic, Jesus the Law- Breaker, the children will learn that there are many stories in the gospels where Jesus acted controversially. Some of the stories show him challenging the laws of the day, if he felt the laws were more important than the needs of people or following God in a devout way. The children will be given an opportunity to respond creatively as well as begin to explain a personal response to the concept of laws.

PSHE

In this Spring term we will be specifically considering how to manage risk : including online safety. How to understand the use by adults of legal drugs (tobacco, alcohol)

In the second half of term children will be exploring their decision-making skills , specific rights and responsibilities relating to health and an appreciation of money discussing lending, borrowing and spending

In PSHE lessons we will be using resources from *SCARF* (created by Coram Life Education) which is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK.

SCARF, is a comprehensive, fully resourced, progressive PSHE scheme of work for 3-11 year olds, supporting schools with a Whole-school approach to wellbeing and Mental Health. *SCARF* stands for Safety, Caring, Achievement, Resilience, Friendship

Art and Design

Spring 1 Painting and Mixed media the children will create graphical and 3D drawings and paintings of the Antarctic landscape including representations of Shackleton's

Endurance.

Spring 2 design and create an Easter themed soft toy.

MFL

French is now taught weekly using Rigolo. Rigolo is the No 1 Primary teaching resource for French. With Rigolo, we can follow the amazing adventures of Jake, Polly and Bof as they discover France through lively interactions and colourful stories.

Music

This academic year our school is beginning to use a new scheme in music lessons called **Kapow**. This critically acclaimed scheme takes a holistic approach to the teaching of music in Upper Key Stage two and is designed in a spiral/ cyclical manner so children revisit concepts and progress in their musical knowledge. The strands of performing, listening, composing, the history of music alongside the interrelated dimensions of music are interwoven into topics which are designed to capture pupils' imaginations and help them explore music enthusiastically.

Spring 1 Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.

Spring 2 Holi Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.

Computing

Kapow will also be used to deliver our Computing lessons this year and in the Spring Term specifically we will be creating a stop go motion animation and programming Micro bits as well as creating sounds and melodies electronically.

PE

PE lessons will be the last lesson of the day on both Thursday and Friday ; please could your child attend school in their school PE kit on these days.

Homework

Will be given out on a Thursday and is to be handed in the following Wednesday morning.

If you have any questions or need to share information or concerns please do not hesitate to contact me by email.

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Many thanks
Mrs Maloney