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| **History (Fallow Term)**  *Article 17: Every child has the right to reliable information.*  **As historians we will…**   * concentrate on incidental historical events that accompany our studies (the history of the Abbey and the period that Water Horse is set in) * we will also remember those that have fallen in the World Wars and since and we will study the importance of remembering their sacrifice | **Science**  *Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child’s respect for the environment.*  **As scientists we will…**   * initially study ‘Light’; this topic includes how we see, creating shadows, refraction and how we can change the path of light * after half term, progress to ‘Animals Including Humans’; this topic looks studies the importance of our organs and how to remain healthy and fit | | | | | | | | | | **Geography**  ***Article 1:****Everyone under the age of 18 has rights (Children should learn that all children everywhere have the same rights).*  ***Article 7:****Every child has the right to a nationality.*  ***Article 29:****education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child’s respect for the environment.*  **As geographers we will study ‘Wild Rivers’ this looks at:**   * the water cycle * the journey of a river * the features of a river * the processes of a river * we will study rivers in our locality * look at the main rivers of the world * look at data relating to rivers | |
| **Literacy – Class Novel: The Water Horse – Dick King Smith**  **As readers we will… read independently, read within our** guided reading groups and ensure we enjoy a wealth of books that inspire, intrigue and inform. | | | | | | | | | |
| **Narrative Influences** | | | **Non-Fiction** | | **Poetry** | | | **Communication** | |
| **As writers we will…**  study ‘Water Horse’ by Dick King Smith and write outputs based on events within the text, perhaps from alternative perspectives | | | **As writers we will…**  learn about the need to note-take and research to ensure we can effectively write an explanation to describe a natural process | | **As writers we will…**  understand the conventions of poetry and devise poems to remember those that fought for our Country | | | **As writers we will…**  always be encouraged to respectfully state our point of view and engage in class debate using an appropriate style. We will also write newspaper articles to inform others | |
|  | **Autumn 2019 - Y5/6 Topic: ‘Wild Water’** | | | | | | | | | |  | |
| **French**  **As learners of French we will:**   * learn to tell people where we live * learn to tell others what you can find in our town * refresh how we say numbers up to 1000 * look at French culture * learn how the French celebrate Christmas | **Super Start:**   * Investigate the Water Cycle and its associated ‘bizarre’ facts * conduct an experiment to clean a water sample | | | | **Local Link:**   * Study of the Reabrook by visiting it and looking at the features within the river and the associated wildlife | | | **Fab Finish:**   * Walk around the Loop of the river * Learn about the history of our local River Severn Bridges | | | **Computing**  *Article 17: Governments must help protect children from materials that could harm the ( on-line Safety)*  *Article 16: Every child has the right to privacy. The law should protect the child’s private life.*  **As computing scientists we will:**   * learn the importance of staying safe on-line * begin to realise that we can’t believe everything we read/see * learn how technology enhances our life * learn how to program and control on-screen sprites | |
| **Art**  *Article 29: Education must develop every child’s personality, talents and abilities to the full.*  **As artists we will…**   * look at the work of Alfremov – he is an artist that sadly died recently (August 2019) and was renowned for outputs that related to water/rivers * sketch the Shrewsbury Abbey and Christian symbols as part of our RE ‘Abbey – Open Door’ study. | | | **Maths**  **As mathematicians we will:**   * Begin the year revising the importance of place value (ordering numbers, continuing sequences and rounding). Our place value work will go into the tens of millions   revise the four functions (addition, subtraction, multiplication and division) and we will use them within problem solving contexts   * study fractions and decimals * complete the term looking at position and geometry   Our maths work will follow the ‘Mastery’ concept whereby the children will have ample opportunity to practise their fluency, reasoning and problem solving skills.  We have renewed our subscription to ‘Numbergym’ and ‘Mathletics’ – your children know their passwords and how to access these programs. We also encourage their usage at home as well as the wealth of resources you will find on ‘Espresso’ (username: student36751; password: tennis). | | | | | | | **PE**  *Article 6: every child has the right to life. Governments must do all they can to make sure children survive.*  *Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children.*  *Article 24: every child has the right to good health.*  **As dancers, gymnasts, athletes, players, orienteers we will…**   * swim on a Friday for the first five weeks of the Autumn Term. * learn how to pace ourselves in Cross Country running and some children will represent the school in an outside school competition * learn how about invasion games and their tactics | | |
| **D&T**  *Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.*  *Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this.*  **As design technologists we will…**   * study the bridges crossing the River Severn * look at their construction and replicate them and suggest improvements to their design | | **RE**  *Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.*  *Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child’s religion, culture and language.*  *Article 30; Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.*  **For spiritual and moral development we will…**   * investigate the history of the Abbey and the religious symbols found within. We will also relate this to how a Christian should live their life. | | | | | **PSHE**  **As members of the community we will…**   * investigate democracy and vote for children in the class to be within committees that represent the school * we will investigate the need for rules and suggest rules we might like to adopt within school * We will look at the environment and how to work towards sustainability * In the second half of the term we will look at recognising friendships, challenge stereotypes and how we can end friendships or seek forgiveness | | | | | **Music**  **As musicians we will…**   * learn to sign in a round * study music that uses Rivers as an influence and then replicate the ideas within our own composition |