



CRANFORD C of E PRIMARY SCHOOL Sycamores Class – Summer Term 2018-2019



Our PE days this term are:

Monday and Wednesday

Please make sure full kit is in school and that children can remove their own jewellery.

Mr Hole / Miss Mason

Our theme this term is:

Predators, Hunters and Growers!

Homework:

Reading each night (including Reading Eggs), spellings, times tables rock stars, take home tasks. Homework will be given out on a **Thursday**. Please return by the following **Tuesday**.

What we will be learning:

Thematic – Predators, Hunters and Growers!

Term 5 will be built closely around the 'Predators' aspect of the topic, with us investigating the lives of different kinds of predators (eg: terrestrial, aquatic etc), with a particular focus on Scientific elements such as using models and diagrams of human and animal skeletons to locate body parts including the skull, ribs, spine and the joints where bones meet. In the early part of the theme we will also introduce the challenge of being the school gardening team as we design and decide on what flowers, plants and vegetables will be planted in our renovated school garden. Over the rest of the theme, the class will work in groups bringing these ideas into reality, developing their gardening skills.

When considering birds of prey, we will think about their territory in terms of a 'Bird's Eye View' including making a map of our school garden area. Following the half term, we will focus more on hunters and growers, bringing more historical elements related to Stone age, Iron age and Bronze age Britain. This will also include a relevant trip and investigations into how Britons of this era were able to find and create their own food, leading us back to the beginning of the topic as children present their own gardening work in the school garden.

English

To start the theme, we will be reading and composing our own Haikus about Peregrine Falcons, based on the book/poem 'Top Gun of the Sky'. Following this, we will look at an example of an effective information leaflet before composing our own leaflet about a predator of our own choice. In May we will also investigate dilemma stories through the vehicle of the story of 'The Heart and the Bottle' by Oliver Jeffers. After half term, we will look at adventure stories

inspired by characters who are survivors such as Stig from 'Stig of the Dump' by Clive King. We will also create sets of instructions related to our theme.

Maths (stand-alone to thematic curriculum)

Times tables are still an absolutely pivotal part of the curriculum, and we will continue to be doing work related to these. Please practise these as much as possible at home: any practise will make a huge difference! Besides times tables, we will also work through a wider range of aspects of the Maths curriculum, including fractions and decimals, shape, statistics, position and direction, and further measurement work focused around time.

RE: Christianity in Action

In this unit, we will enable pupils to begin to understand how the Christian faith responds to global issues of human rights, fairness and social justice. The focus is on the way Christian beliefs impact on their behaviour in day to day life and the real world. The children will be encouraged to consider what can be learned from Christian beliefs and practices whilst referring to their own experiences, beliefs and values.

Science – Stand alone from Science content contained in main theme

Forces and Magnets – pupils will investigate the natural phenomenon of magnetic poles, and how they act at a distance by repelling or attracting one another. They will also be able to group and compare everyday objects based upon their magnetic properties, including the two poles.

Mirror, Mirror – Light – Pupils will carry out practical enquiries to further their previous knowledge of light, recognising that dark is the absence of light and that light is reflected from surfaces. They will learn how light from the sun can be dangerous and that there are ways to protect their eyes and investigate patterns in shadows as well as how shadows are formed when the light from a light source is blocked by an opaque object.