



Trent Young's CE School
Curriculum information
Owl Class
Spring 2 2025

Dear Parents/Guardians,

I hope that you've had a relaxing half-term break and that the children are ready for the busy nature of the next few months. It seems crazy that we're now more than halfway through the school year (although I don't think children have quite accepted this yet!). This half term will inevitably have lots of discussions around SATs within it as they are planned to take place during w/c 12th May. However, we will ensure that the children still get the rich and varied curriculum that they have grown used to during their time at primary school and will equally ensure that our Year 5 children are still supported in the manner they deserve too!

The children have really stepped up to meet our expectations during the first half of the spring term and it has been great to see them growing into such excellent role models for the rest of the school too! One area that I'm hoping to improve upon this half term is the amount of PE kit that is in school! It is vital that your child has their full PE kit in school everyday, including tracksuit bottoms and a blue PE hoody, to allow them to take a full part in our PE lessons. Please can girls also continue to ensure they have a change of shorts, rather than just the shorts that many of them wear under their skirts everyday.

Please keep an eye on our class website page <https://www.trentyoungs.dsat.org.uk/owl-class-1/> for updates about what we've been up to in class - I'll keep this updated on a weekly basis.

I know that there are always lots of questions that come with the second half of the year in upper key stage 2 (SATs, transition, residential, trips, leavers' services etc.) so do feel free to ask if there is anything you're unsure of - there really is no such thing as a silly question!

Thanks in anticipation of your support over the course of 2025 and if you've got any questions or queries, then do feel free to pop in or email me via owl@trentyoungs.dsat.org.uk.

Mr Hamblin and Miss Hamm

Additional Information

- Homework will be set weekly via Teams. All reading should be recorded in your child's homework diary. Whilst a good proportion of our reading work in school will focus on comprehension, when your child is listened to in school, we will record this in their homework diary.
- Please ensure all uniform, including PE kit is named. Whilst our PE days are Wednesdays and Thursdays, PE kit should be in school every day. In addition to this, children will also need their trainers in school every day to allow them to complete our daily mile.
- Please encourage your child to reduce the amount of belongings that they bring to school. The children only need their reading book, homework diary, homework jotter and lunch/drink on a daily basis.

Home Learning

	Maths
	Your child will receive maths homework on a Wednesday, and this should be handed in by the following Monday. This work should take no longer than 20 minutes.
	Individual extra tasks may be given from time to time to reinforce learning in class. Times tables should be practised on a daily basis as necessary.
	English
	Your child will receive English homework on a Friday, and this should be handed in by the following Wednesday. This may focus on punctuation and grammar or a sentence-level writing task. This work should take no longer than 20 minutes.
	Spelling
	Your child will be given a new rule to learn every Monday. Details of the rule or pattern to be learnt, together with examples of words, will be uploaded onto Teams in advance of Monday. Your child will be tested on some of the words in the list on Friday, and also other words that use the same pattern to ensure that children are learning to apply what they have learnt. It is very helpful to spot words that fit the week's rule or pattern with your child and discuss these, for example where the tricky parts might be.
	Reading
	Reading books and reading records should be brought to school and taken home every day. Ideally your child should read every day, including some time spent reading to an adult and discussing what has been read. All reading should be recorded in their homework diary, and we expect to see a minimum of four reading sessions at home every week. This can be from a range of texts (e.g. comics, school reading book, newspapers, online) and extra team points may be awarded for additional comments about their reading. Reading records are checked on Mondays.

Curriculum Coverage

Maths	Each year group will be taught separately within maths lessons to ensure coverage of age-appropriate objectives and skills. <table border="1"> <thead> <tr> <th data-bbox="346 322 932 360">Year 5</th><th data-bbox="932 322 1469 360">Year 6</th></tr> </thead> <tbody> <tr> <td data-bbox="346 360 932 1861"> This half term, we will cover the following objectives: <u>Fractions</u> - round decimals with two decimal places to the nearest whole number and to one decimal place - solve problems involving number up to three decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <u>Measurement</u> - convert between different units of metric measure - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes - estimate volume and capacity - solve problems involving converting between units of time - use all four operations to solve problems involving measure using decimal notation, including scaling <u>Statistics</u> - solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in tables, including timetables. </td><td data-bbox="932 360 1469 1861"> This half term, we will cover the following objectives: <u>Algebra</u> - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables. <u>Measurement</u> - recognise that shapes with the same areas can have different perimeters and vice versa - recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units <u>Geometry - properties of shapes</u> - draw 2-D shapes using given dimensions and angle - recognise, describe and build simple 3-D shapes, including making nets - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. </td></tr> </tbody> </table> <i>You can help your Year 5 child by giving them opportunities to apply their decimals knowledge to the world around them e.g. spotting them when shopping.</i> <i>You can help your Year 6 child by helping them to spot and identify different 2d and 3d shapes in the world around them.</i>	Year 5	Year 6	This half term, we will cover the following objectives: <u>Fractions</u> - round decimals with two decimal places to the nearest whole number and to one decimal place - solve problems involving number up to three decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <u>Measurement</u> - convert between different units of metric measure - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes - estimate volume and capacity - solve problems involving converting between units of time - use all four operations to solve problems involving measure using decimal notation, including scaling <u>Statistics</u> - solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in tables, including timetables.	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English

This half term, we will focus our English work around *The Giant's Necklace* by Michael Morpurgo with the children working on two main themes:

- Newspapers
- Adventure Narratives

Through this, each year group will focus on the following areas:

Year 5	Year 6
<u>Newspapers</u> - To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. - To ensure the consistent and correct use of tense throughout a piece of writing. - To understand that a relative clause adds further information about the subject of the sentence this can be defining (essential) or non-defining (non-essential). - To know that commas are used to show where a relative clause starts and ends. <u>Adventure Narratives</u> - To suggest that something is going to happen over a series of sentences or paragraphs. - To use relative clauses, that have an omitted relative pronoun. - To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading.	<u>Newspapers</u> - Colons can be used to join two independent clauses when the second clause gives more detail about the first. - Use brackets, dashes or commas to indicate parenthesis - To use passive voice to affect the presentation of information in a sentence. - Use a range of adverbial phrases to link ideas across paragraphs <u>Adventure Narratives</u> - To use ellipsis. - Build tension in waves, with one problem after another accelerating the adventure with the high point of tension near the end. - Shows characterisation through the use of description and dialogue.

You can help your child with their writing by ensuring that any work produced at home is written neatly and that they have proof-read their work for spelling and punctuation errors. It would be useful if your child is able to read texts that are designed for different purposes e.g. newspaper articles, as it will help them to develop the correct style in their own writing. Your child may also like to practise their writing skills by writing additional stories, letters or by thinking about how they may write about themselves in an autobiographical style.

Much of our guided reading this year will be based around class books which will hopefully expose the children to as much high-quality literature as possible. This half term, we will continue to work on Katherine Rundell's *Rooftoppers* as we follow Sophie through the streets of Paris to try to find her long, lost mother.

You can help your child by asking your child questions about books that they are reading. Whilst a lot of their reading will be independent, checking that they are understanding and 'taking in' the information that they are reading is as important as reading itself. Equally, please delve deeper into your child's understanding of a text by asking them to add evidence to their answers about information they've inferred.

Science	In Year 5, children will be focusing on answering the following key question in science: 'How do animals change as they grow?' They will answer the question through acquiring new knowledge and by completing scientific enquiries around the area. By the end of the unit, children will: • Know that babies are dependent upon an adult • Know that a toddler can move around their world. • Know that children grow rapidly • Know that adolescents experience puberty which enables them to reproduce • Know that adults are fully grown human • Know as humans age, their bodies begin to change <i>You can help your child by exploring the life cycle of a human.</i> This half-term, Year 6 will finish their learning about electricity. We will be giving the children even more opportunities to develop their scientific enquiry skills to independently conduct an investigation into how the loudness of a buzzer can be changed. We will then look to apply our learning about electricity through our DT learning about electrical systems. <i>You can help your child by helping them to spot how they can use evidence to support their reasoning about ideas they see in the world around them e.g. if they change one factor, what else will change as a result? For example, if I use more washing up liquid, does this always create more bubbles? Are there any other factors that could change this e.g. what is being washed up?</i> <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
Geography	Each half-term, our learning will alternate between history and geography to allow us to fully explore the area of learning we are focusing on. During this half term, we will work on a geography unit as we explore why mountains are so important. Our work here will begin by defining what we actually mean by a mountain and where we might find these around the world. We will then build upon this as we learn about how fold mountains are created by the movement of tectonic plates and how this led to fossils being found at the top of Mount Everest. Our work will then come closer to home as we look at the Cambrian mountains and how the climate of this area is affected by the landscape. Finally, we will explore how and why reservoirs are build and how we can utilise these for hydroelectric power stations. <i>You can help your child by supporting them to think where they may have been in the UK or abroad where the terrain may have been mountainous. When thinking about this, ask them to consider what it might be like to live in these areas and how people may earn a living in these areas.</i> <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>

Art and Design	This half term, our art pathway will be identity as we focus on combining drawing and collaging skills to create self-portraits. We will begin by learning more about the work of Thandiwe Muriu and how an artist's vision can inspire the artwork itself. We will then focus on portraiture as we think about the skills needed for this, including drawing eyes, noses and mouths. Finally, we will work on our own collaged, multi-layered portraits to represent ourselves.
RE	During this half-term, our focus will be upon the theme of salvation as we build towards Easter. We will begin by examining the evidence that supports Jesus' resurrection and how well we can trust the evidence presented to us. This will see us then explore how Christian beliefs about resurrection are depicted in both artwork and in practices that happen during Holy Week. This will culminate in a debate about how Jesus' resurrection can help Christians to behave in different situations. <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
Computing	This half term, our work in computing will focus on spreadsheets. We will explore this vital area of digital technology as we learn about how data can be collected. This will begin with a focus on inputting and retrieving data before then moving onto calculate using spreadsheets and format data appropriately. Finally, we'll use the spreadsheet to plan an event and create graphs linked to this too.
PE	This half-term, we will begin our outdoor PE work by learning the different skills needed to play handball. This will be a new sport for many children but has many similarities to other invasion games such as netball, basketball and football. Our work will focus on learning some of the key rules and skills, including passing and shooting. In our other PE sessions, we are lucky to be joined by Dorset Cricket Board to lead some cricket sessions throughout Spring 2. We look forward to sharing pictures of this as the term progresses.
DT	Our unit this half term focuses on electrical systems as the children construct 'steady hand' games. They will review the existing market to examine the effectiveness of other products before they build the structures and circuitry needed to create their games. As ever, they will ensure that they finish by evaluating their work against their design brief to allow them to judge success.
PSHE	This half-term, our focus in PSHE will on keeping safe. Throughout this unit, we will explore the rules around different legal and illegal substances such as drugs and alcohol. We will consider the impact that social norms may have on how we behave and positive ways to respond to emotional needs.
French	French is taught by our French specialist, Madame Ferguson. Year 5 We will kick off this term by recapping our number learning (Y5 1-100). In addition, we will consolidate our learning about masculine, feminine, plural nouns and adjectives. We will continue our French <i>phoniques</i> to explore time, food, verbs and dictionary skills. The Year 5s will tackle sentence building as we continue to use our speaking, listening, reading and writing to explore a variety of language structures. Spelling, punctuation and grammar will receive increasing focus. Year 6 We will kick off this term by recapping our number learning (Y6 1-100). In addition, we will consolidate our <i>Géographie</i> as we find out about France, Europe and <i>la Francophonie</i>. We will continue to write to our French penfriends in Normandy to find out more about school and life in France. We will explore a range of language structures as we use our speaking, listening, reading, writing and grammar skills.

Music	Our music focus this half term will be on composition as we link our work to the Holi festival. We will start by looking at the concept of synaesthesia and how we may be able to link colours to music pieces and sounds. We will then compose using colours as a starting point with a focus on the dynamics and texture of pieces to build on last half term's work. Finally, we will use percussion to build a composition linking to various colours and helping us to represent the Holi festival.
Collective Worship	Collective Worship is based on our vision of 'Let your light shine' taken from Matthew 5:14-16, and our Christians Values, which are taken from Galatians 5:22-23: "But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, and faithfulness. The Church of England's values of wisdom, hope, community and dignity are also explored and developed through our Worship. The half term we will continue to develop our understanding of spirituality with a focus on 'others', alongside the build-up to the Easter season. Through this we will explore: • Loving others as love ourselves - Mark 12:31 (value: love) • Shrove Tuesday - Proverbs 15:28 (value: self-control / patience) • Being a good neighbour - Luke 10:25-37 (value: kindness and goodness) • Saint Patrick - Lamentations 3:23 (value: faithfulness) • Compassion for others - Colossians 3:12 (value: kindness and goodness) • Holy week - Psalm 28:7 (value: joy and wisdom)