



Trent Young's CE School
Curriculum information
Owl Class
Summer 1 2025

Dear Parents/Guardians,

I hope that you've had a relaxing Easter break and that the children are ready for their last term of the year (or of primary school for Y6)! In the next few weeks, there will obviously be a large focus on SATs as they will take place during w/c 12th May. We will do all that we can to ease any tensions and nerves about this in school and keep school life as normal as it can be for Y5 during this time too.

As we head into the summer term, we will be spending a lot more time outside, including for PE. As the weather still can't make its mind up about what it's supposed to be doing, do please ensure that your child packs warm clothing in their PE kit (at least for this half term). It will also be important that the children have their PE kits in school every day over the forthcoming term as the timetable is always very liable to change as events crop up.

We will also be holding auditions for our summer production of *Matilda* very soon in the coming weeks and, once they are given out, it will be essential that the children bring their scripts with them to school 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 - we'll keep this updated regularly.

There are always lots of questions that come with the second half of the year in upper key stage 2 (SATs, performances, transition into Year 6 or 7, 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!

Thank you for your continuing support,

Mr Hamblin and Miss Hamm

Additional Information

- Homework will be set weekly via Teams. All reading should be recorded 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 Fridays, PE kit should be in school every day (this should be a full change of kit as there are times where we may stay go outdoors if wet). 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, spelling book 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 spelling, punctuation and grammar, writing tasks or a topic-related 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 before Monday morning. 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.	
	Year 5 This half term, we will cover the following objectives: <u>Geometry - properties of shapes</u> - identify 3-D shapes, including cubes and other cuboids, from 2-D representations - identify: - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <u>Geometry - position and direction</u> - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. <u>Decimals</u> - read, write, order and compare numbers with up to three decimal places - solve problems involving number up to three decimal places - multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	Year 6 This half term, we will cover the following objectives: <u>Geometry - properties of shape</u> - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius <u>Statistics</u> - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average. Having completed a few lessons to cover these last few objectives, we will have finished the maths curriculum for Year 6 and so will conduct a 'whistle-stop tour' of all of the learning we've done this year. We'll begin this with a focus on place value and the four operations before spending a good proportion of our time considering fractions, decimals, percentages and ratio as these play a key role in many other areas too. There will also be plenty of time spent on problem solving to ensure that the children do not feel daunted by any maths problems that they are given. After SATs, we will begin some work on extending the children's knowledge into some very interesting areas of maths which will also involve some investigations and much larger problems.
	➤ You can help your Y5 child by giving them opportunities to spot how shapes have been used in the world around them. They should be encouraged to name the properties of these shapes, including their mathematical name, number of faces, vertices, edges etc. ➤ You can help your Y6 child by encouraging them to use the revision guides sent home last term to help them to learn more about areas they feel less confident with. You can also help them to spot how problems that are present in their everyday can be represented using maths, e.g. sharing pizzas or working out the total of a larger group of objects.	

This half term, we will focus our English work around two main themes:

- Action Narratives
- Explanation Texts

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

Year 5	Year 6
<u>Action Narratives:</u> - To use correct punctuation and text structure when adding the listener's reaction to direct speech. - To convert nouns or adjectives to verbs using suffixes. - To use verb prefixes to create antonyms. <u>Explanation Texts:</u> - Use of temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally. - Use of causal conjunctions, e.g. so, because of this - To use relative clauses both at the end of sentences and embedded within.	<u>Action Narratives:</u> - Develop characterisation through description and dialogue - Vary and control the pace of their own writing to hold the interest of the reader <u>Explanation Texts:</u> - Use of temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally. - Use of causal conjunctions, e.g. so, because of this - To use semi-colons, colons and dashes to mark clauses

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. very formal writing e.g. discussions or formal letters, as it helps them to develop the correct type of style. Your child may also like to practise their writing skills by writing additional stories or information texts for a range of purposes.

This half term, we will start work on **When the Sky Falls** by Phil Earle. This award-winning book takes us back to World War II as we follow Joseph through his journey with his new guardian, Mrs F. He will need to adjust to life in the city as well as battling with many huge decisions to keep himself safe. We will be building in time to read this on a daily basis to hopefully mean we've got time to squeeze in one more class novel before the end of the year!

You can help your child by asking your child questions about books that they are reading. Checking that they are understanding and 'taking in' the information that they are reading is as important as reading itself.

Science	Year 5 will be focusing on answering the following key question in science: 'How do different types of animals reproduce?' 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 mammals require sperm to fertilise an egg • Know that a bird's embryo is grown outside of the female within a protective egg, until it is ready to hatch • Know that an amphibian's embryo is laid as soft spawn in water until they are ready to hatch • Know that insects have four stages within a life cycle (egg, larva, pupa and adult) <i>You can help your child by...</i> ★ <i>observing the life cycle of different animals (e.g. human, bird, frog and butterfly).</i> Year 6 will be focusing on answer the key question: 'How can living things be classified?'. By the end of the unit, children will: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics <i>You can help your child by...</i> ★ <i>helping them to identify the uses of micro-organisms in the world around us. This may be through antibiotics or perhaps the use of yeast when baking.</i> <i>For more information about this unit of learning, please see the knowledge organisers on our class website page HERE.</i>
History	This half term, our history focus will be upon VE Day 80 as we think about the second half of World War 2 and how it drew to a close. This will build on previous learning which took children up to the Battle of Britain and Dunkirk. We will begin by examining D Day/Operation Overlord in more detail as we learn about why an invasion was necessary, how it happened and the impact it had on those fighting. This will also link closely to our English work as we will focus on a description of the scene that would meet a soldier fighting on one of the beaches. Our work will then turn towards the end of the war as we make a judgement about the main reasons that WWII came to an end before learning about VE Day itself. We look forward to supplementing our learning here with our trip to Bovington Tank Museum. <i>You can help your child by directing them to anyone around them who may have stories about the end of WWII and how it felt for them to be celebrating VE Day.</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 focus in art will be upon continuing and finishing our work from before Easter around exploring identity. We spent more time than expected on how to draw eyes, noses and mouths so will now look to apply this to our final piece, which will involve multiple layers of collage. Look out for these appearing around school!

RE	During this half-term, we are learning about a belief system that I don't imagine that many children would have done so before as we explore Humanism. We will consider how Humanists ground their philosophy in happiness, share messages through advertising and how their ceremonies are different to those experienced in other religions. Towards the end of the unit, we will then reflect upon our own happiness and consider how it is impact upon by everything around us. <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 3D modelling. We will familiarise ourselves with working in a 3D space, moving, resizing, and duplicating objects. We will create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, we will examine the benefits of grouping and ungrouping 3D objects to plan and evaluate our own 3D models of buildings.
DT	During his half term, we will be working on learning more about mechanical systems as we create automata toys. This will see us applying our knowledge from our work on playgrounds to creating structures to house our toys within before considering the most appropriate cam for the purpose, and, of course, what our topper will be which will move as part of our toy.
PE	This half-term, both of our sessions will be outdoors as we learn more about athletics and tennis. Within our athletics lessons, we will explore all of the skills to be a good athlete, including running for speed, running for distance, jumping and throwing. Within each of these, we will seek to set personal bests and record others' scores too using the English School' Athletic Association award scheme to benchmark our scores. In our tennis sessions, we will build on the taster sessions from Sherborne Tennis Club last half term to focus on hitting a ball in a variety of directions, serving and building knowledge of the tactics of the game.
PSHE	This half-term, our focus in PSHE will be upon 'being our best'. We will begin by learning more about the human body as we learn about different bodily functions and how we can look after ourselves. We will then explain the choices around smoking and drinking, and how the choices we make can affect our success. We will finish by learning basic first aid skills.
French	French is taught by our French specialist, Madame Ferguson. Year 5 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 learning this half term will explore the music of South and West Africa. We will begin by learning to sing the Shosholoza which is a song often sung at weddings to bring good fortune. We will focus on performing this acapella using a call and response style before then developing this into a full piece by learning how to play this used tuned percussion and then combining this into an ensemble piece. The second half of our unit will then focus on untuned percussion as we use woodblocks, maracas and Djembes to play traditional music.

Collective Worship	Collective Worship is based on our vision of 'Let your light shine' taken from Matthew 5:14-16, and out Christians Values, which are taken from Galatians 5:22-23: "But the fruit of the sprit 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. This half term we will continue to develop our understanding of spirituality with a focus on the 'world'. Through this we will explore: • Connecting with nature - Psalm 104: 24-25 (value: peace) • Looking after our world - Genesis 2:15 (value: kindness and goodness) • Notice: what a world! - Psalm 8:1 and 8:3-4 (value: joy) • Life in other parts of our world - Psalm 24:1 (value: love) • Celebrating diversity - Genesis 1:26-27 (value: dignity)
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