

**North Cerney**  
**Owl Class (Year 5/6) Term 6**  
(June 2024)

**Coasts – Do we like to be beside the seaside?**

**Geography**

In this unit, children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that ‘a picture is worth a thousand words’ – as primary geography is such a visual subject. Children need to be able to visualise what they are learning about not just know its ‘word label’. Many children will have been to the seaside, and may have enjoyed playing on the beach, although many might only have experienced the swimming pool. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.

**Maths**

**Year 5:**

Decimals  
Converting Units  
Volume

**Year 6:**

Revisiting and applying the skills they have learned using a range of White Rose projects about maths in the real world.

**English**

In non-fiction, we will complete our biography on David Attenborough before the children write a biography about another famous person.

We will explore further non-fiction techniques by writing a summary text from last term’s History topic, comparing the Bronze and Iron Ages.

Our narrative writing will be based on David Wiesner’s book ‘Flotsam’.

Spelling and grammar lessons will continue, in which we will explore the technical aspects of writing.

Our Booktalk reading sessions will continue with a broad range of fiction, non-fiction and poetry texts which the children will discuss and analyse using the VIPERS approach.

**Science – Light**

Know that light travels in straight lines and blocking light creates a shadow.

Investigate light rays.

How we see things - show how light enters the eye through the pupil and is focussed by the lens onto the retina.

Investigate changing the size of a shadow.

Investigate reflection by changing the direction of light using mirrors. Design and make a periscope

Investigate refraction / record the direction of light and reason about why it changes.

Explore the spectrum. Create rainbows and colour spinners.

<p><b>Music – Coast: exploring Fingal’s Cave</b>          To appraise the work of a classical composer (Felix Mendelssohn).  <b>Making waves: Pitch and dynamics</b>          To improvise as a group, using dynamics and pitch.  <b>Making waves: Texture</b>          To improvise as a group, using texture.  <b>Group compositions</b>          To use knowledge of dynamics, texture and pitch to create a group composition.  <b>We are waves</b>          To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p>	<p><b>DT</b>  <b>Design and make a musical instrument.</b>          To make a percussion instrument          This will involve thinking about the sound it will produce. Then the children will design how it will be constructed and put thought into the finished appearance. Finally, we will need to play our instruments and perform a piece of music together in groups.</p>
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**R.E**  
**U2.11 Why do some people believe in God and some people not?**  
 To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**French:**  
**The Weekend**

- learn 10 activities in French that I may do at the weekend.
- consolidate my learning and focus on the spellings in French for the 10 activities.
- I will integrate ‘at...’ plus a time into my spoken and written work about weekend activities.
- use all my new knowledge from the unit to present to the class in spoken and/or written form.

**Irregular Verbs:**  
 ‘to have’, ‘to be’, ‘to do’ and ‘to go’

**RSHE**  
**Rights and Respect**  
 What’s it worth?  
 What is democracy?  
**Growing and Changing**  
 Media Manipulation  
 Helpful or unhelpful – managing change  
 Is this normal?  
 Making babies

**P.E**  
 Athletics, Rounders, Swimming

**Computing**  
 Word Processing

- **Making a Document from a Blank Page**
- **Inserting Images: Considering Copyright**
- **Editing Images in Word**
- **Adding the Text**
- **Finishing Touches**
- **Presenting Information**
- **Using Tables**

**Homework**

The most important contribution you can make to your child’s learning is to continue listening to them reading. This will expand their vocabulary and will improve their writing ability.  
 Spellings will also be sent home and will be tested weekly.  
 We will send home their Key Maths Skills termly for you to work on critical skills, which will support your child’s confidence within Maths.