

Hello! Welcome to Upper Key Stage 2, years 5 & 6.

### English:

This half term we will be looking at writing a ghost story, based on the novel *Thornhill*. The children will identify many grammatical features, including passive voice; the subjunctive form and relative clauses. They will also be writing sentences that include adjectives, conjunctions and complex sentence structures. They will identify different word types including adjectives, adverbs, verbs, modal verbs and nouns, whilst continuing to improve their ability to punctuate and editing their own writing.

Later in the term, children will be looking at non-fiction, and using their knowledge of adjectives, adverbs, formal language and complex punctuation to create a diary entry on *A Christmas Truce*. We also be looking at beginning to refine the skills needed to write formally- revisiting using complex structures such as passive and active voice and the subjunctive form.

**Reading-** Our class novel is *Harry Potter and the Philosopher's Stone* by J.K Rowling.

**We expect children to read for 5-10 minutes each day, practice is the only way to improve fluency of word reading.**

### R.E

Following the Come and See program, our topics are:  
Ourselves, Life Choices and Hope

### SCIENCE

Forces: Children will be focusing on learning how the human body changes as we age. They will look at planning an investigation involving height and arm span, making hypotheses and Identifying, analysing and explaining findings that support or dismiss theories or arguments.

### P.E

This half term our P.E days are:

**Wednesday  
&  
Friday**



### Spelling and Handwriting

We will be working on children's handwriting and spelling each week.

After half term, children will be given weekly spelling words each Thursday, to practice at home, which will be tested weekly.



### Maths Meetings

Maths meetings will cover place value, units of measurement, multiplication and division of numbers up to one million, calendar maths, times tables, rounding to the nearest 100, 1000, 10,000, 100,000 and 1,000,000.

### Maths Lessons

Maths lessons this term will include in depth teaching on multiplication and division with numbers up to 6 digits. Later in the term we will focus our learning on calculation problems, fractions and measurement.



### Interventions and catch-up curriculum:

Due to COVID-19 school closures, many children still have significant gaps in their learning.

**Your child may be invited to different intervention groups throughout the term.**

This term we will begin teaching from 'Life to the Full', the RSE curriculum. More information can be found on the attached pathway. For more information about what will be taught in RSE & PSHE in the Autumn Term, please go to the online parent portal: <https://www.tentenresources.co.uk/parent-portal/> Timetables can be seen on page 2 of this newsletter.

### Interventions and catch-up curriculum:

Due to COVID-19 school closures, many children still have significant gaps in their learning.

**Your child may be invited to different intervention groups throughout the term.**



Session	Teacher Comments	Term	Year 5 & Year 6
<p><b>Upper Key Stage 2, Module 1 - Unit 1</b>  <a href="#">UKS2.1.1 Calming the Storm</a></p> <p>Unit 2  <a href="#">UKS2.1.2.1 Gifts and Talents</a>  <a href="#">UKS2.1.2.2 Girls' Bodies</a>  <a href="#">UKS2.1.2.3 Boys' Bodies</a>  <a href="#">UKS2.1.2.4 Spots and Sleep</a></p> <p>Unit 3  <a href="#">UKS2.1.3.1 Body Image</a>  <a href="#">UKS2.1.3.2 Funny Feelings</a>  <a href="#">UKS2.1.3.3 Emotional Changes</a>  <a href="#">UKS2.1.3.4 Seeing Stuff Online</a></p> <p>Unit 4  <a href="#">UKS2.1.4.1 Making Babies (Part 1)</a>  <a href="#">UKS2.1.4.2 Making Babies (Part 2)</a> May be omitted  <a href="#">UKS2.1.4.3 Menstruation</a></p> <p><b>Upper Key Stage 2, Module 2 - Unit 1</b>  <a href="#">UKS2.2.1.1 Is God Calling You?</a></p> <p>Unit 2  <a href="#">UKS2.2.2.1 Under Pressure</a>  <a href="#">UKS2.2.2.2 Do You Want a Piece of Cake?</a>  <a href="#">UKS2.2.2.3 Self-Talk</a></p> <p>Unit 3  <a href="#">UKS2.2.3.1 Sharing Isn't Always Caring</a>  <a href="#">UKS2.2.3.2 Cyberbullying</a>  <a href="#">UKS2.2.3.3 Types of Abuse</a>  <a href="#">UKS2.2.3.4 Impacted Lifestyles</a>  <a href="#">UKS2.2.3.5 Making Good Choices</a>  <a href="#">UKS2.2.3.6 Giving Assistance</a></p> <p><b>Upper Key Stage 2, Module 3 - Unit 1</b>  <a href="#">UKS2.3.1.1 Trinity House</a>  <a href="#">UKS2.3.1.2 Catholic Social Teaching</a></p> <p>Unit 2 <a href="#">UKS2.3.2.1 Reaching Out</a></p>	<p>You will see that we are beginning with lessons from Module 2: Created to love others. This is because Module 1 includes lessons which link well to the biology (science) lessons which focus on age-appropriate sex and reproduction education. These will be taught later in the year when we are covering 'animals including humans' in science.</p>	<p>Autumn 1 Module 2 units 1-3</p>	<p><b>Unit 1: Religious Understanding</b> Session 1: God Calling You?</p> <p><b>Unit 2: Personal Relationships</b> Session 1: Under Pressure</p> <p>Session 2: Do You Want a Piece of Cake?</p> <p>Session 3: Self-Talk</p> <p><b>Unit 3: Keeping Safe</b> Session 1: Sharing Isn't Always Caring</p> <p>Session 2: Cyberbullying</p>
		<p>Autumn 2 Module 2 unit 3</p>	<p>Session 3: Types of Abuse</p> <p>Session 4: Impacted Lifestyles</p> <p>Session 5: Making Good Choices</p> <p>Session 6: Giving Assistance</p>
		<p>Spring 1 Module 1 units 1-3</p>	<p><b>Unit 1: Religious Understanding</b> Session 1: Calming the Storm</p> <p>Session 2: Gifts and Talents</p> <p>Unit 2: Me, My Body, My Health Session 1: Girls' Bodies</p> <p>Session 2: Boys' Bodies</p> <p>Session 3: Spots and Sleep</p> <p><b>Unit 3: Emotional Wellbeing</b> Session 1: Body Image</p>
		<p>Spring 2 Module 1 units 3-4</p>	<p>Session 2: Funny Feelings</p> <p>Session 3: Emotional Changes</p> <p>Session 4: Seeing Stuff Online</p> <p><b>Unit 4: Life Cycles</b> Session 1: Making Babies (Part 1) Session 2: Making Babies (Part 2) Session 3: Menstruation</p>
		<p>Summer 1 Module 3 units 1- 2.</p>	<p>Session 4: FGM</p> <p>Unit 1: Created to Live in the Community Session 1: The Holy Trinity Session 2: Catholic Social Teaching</p> <p>Unit 2: Living in the Wider World Session 1: Reaching Out</p>



Summer 2

This half terms RSE lessons will focus on over learning any areas which the teacher feels the children need more input on

## History Knowledge Building

Know about some aspects of life in Lancashire in the early 1600s	Know some of the ways in which trials differ now from those in the 1600s	Give some examples of how religion and beliefs can cause division in society	Give examples of 'good' and 'bad' evidence when conducting any investigation	Explain the impact of, and reasons for, the Pendle Witches being represented as they were in art	Understand how the prosecution of 'witches' was a societal reaction to disasters that had befallen the community
Know the order of events leading to the Pendle Witches' arrests	Know that persecution based on religion and beliefs still occurs today	Know that many people were tried for witchcraft because people looked to find causes for why bad things happened	Understand the meaning of 'confession' and 'evidence'	Explain how the Pendle Witches were represented in art many years later	Understand some of the reasons why people thought the accused were witches, linked to beliefs of the day
Make connections between periods of history	Explain change and continuity across and within periods of history	Analyse and explain the results of historical events, situations and changes	Interpret historical language in the context of concepts and questions linked to periods of history	Explain how and why different historical viewpoints and interpretations have been constructed	Analyse the diverse experiences, beliefs and attitudes of people in past societies
<b>Chronology</b>	<b>Continuity and Change</b>	<b>Cause and Consequence</b>	<b>Historical Vocabulary</b>	<b>Perspectives and Interpretations</b>	<b>Similarities and Differences</b>

## The Pendle Witches

© Dimensions Curriculum Ltd.

## Science Knowledge Building

Understand that drugs / medicine can speed up and slow down the aging process, depending on what is taken	Know how to plan and carry out an experiment involving head circumference and height, drawing conclusions from observations	Understand how to make clear recordings for a range of body tests and link them to taking averages and making charts	Know and understand the terms 'platelet', 'plasma', 'white blood cell' and 'red blood cell'	Know how developments in understanding the human body has improved our health care system	Know that companies design advertising campaigns to encourage consumers to buy their food and drink products (DT)
Know how the human body changes as we age	Know how to plan an investigation involving height and arm span, making hypotheses	Know how to make clear recordings for a range of body tests to support hypotheses and analyse health	Know and understand the terms 'skeletal', 'digestive' and 'circulatory', relating to systems	Know that being aware of your own health (resting heart rate etc.) is important	Know how to make clear graphs and calculate averages (Maths)
Understand that numerous factors can affect or prevent change	Know what makes a good methodology and explain how adaptations can lead to improvements	Identify, analyse and explain findings that support or dismiss theories or arguments	Know how to use a range of scientific vocabulary in various contexts	Know that science has implications for world issues and that it can be used for good or bad	Understand how their own STEM skills can benefit future science work in school and beyond
<b>Processes and Changes</b>	<b>Methods</b>	<b>Observing and Recording</b>	<b>Scientific Vocabulary</b>	<b>Uses and Implications</b>	<b>Cross-Curricular (STEM)</b>

## Go With The Flow

© Dimensions Curriculum Ltd.