

Razorbills Class



Summer 2021 Topic Web


Learning across the Curriculum		Subject Key Skills	
<p>English</p> <p>See English topic web</p> <p>Religious Education</p> <ul style="list-style-type: none"> Creation and Science: Conflicting or Complementary? Why do some people believe in God and some people do not? <p>Science</p> <p>Living things and their habitats - Classification</p> <ul style="list-style-type: none"> Classifying living things based on specific characteristics. Find out about the Carl Linnaeus and his Linnaean system and use it to classify living things into groups. Identify the characteristics of different living things and find out about some curious creatures which have characteristics that are not included in their group. Design your own curious creature and classify it. Find out about helpful and harmful microorganisms. Find out about the work of Edward Jenner and how he discovered the first ever vaccine. Classify organisms found in our local habitat using identification sheets. Create a field guide for the organisms found in the local habitat. 	<p>Mathematics</p> <ul style="list-style-type: none"> Statistics Geometry - Property of shape Calculations Investigations <p>PSHE</p> <ul style="list-style-type: none"> Computer Safety - Making friends online The Working World - In-app purchases A world without judgement - British Values Growing and changing - Conception <p>PE</p> <ul style="list-style-type: none"> Cricket Tennis Sailing Athletics 	<p>History - World War 2</p> <ul style="list-style-type: none"> When did the war take place - learn about key events and leaders. How significant was the Blitz? How did people shelter from bombs during the Blitz? What was it like to be a child during the war? What was it like to be evacuated? Why did rationing occur? The role of women during the second world war. <p>DT - Textiles - Construction - Make Do and Mend</p> <ul style="list-style-type: none"> Use binca fabric to learn different types of stitching and to create an embroidered square of your own design. Learn how to construct a cushion. Design your own cushion from fabric that would have otherwise been thrown away. Use a sewing machine to construct the cushion and then stuff it. hand sew the gap and the embroidery square onto the front using the stitching that you learnt in the first session. Evaluate the process. <p>Art - Collage inspired by Henry Moore's Shelter Drawings</p> <ul style="list-style-type: none"> Study the shelter drawings of Henry Moore Recreate your chosen Henry Moore Shelter Drawing using ink and wax resist. (Think about why Henry Moore used this method.) Create your own shelter drawing inspired by the work of Henry Moore. Use tracing paper, wax and ink. Create a WW2 collage to place underneath your shelter drawing - it will show through the tracing paper. Finally add to your artwork using pen and ink, wax, pencil. 	<p>Computing</p> <ul style="list-style-type: none"> Internet Safety Touch typing Coding <p>Spanish</p> <ul style="list-style-type: none"> Finish off filming scene using clothes Learn - expressing opinions and parts of the body Film more scenes incorporating what we've learnt. Edit and play our kahoots containing the whole year's Spanish words <p>Music</p> <ul style="list-style-type: none"> <p>Geography - Rio and SE Brazil</p> <ul style="list-style-type: none"> Where is South America and what is it like? What time is it in different parts of South America? How does Brazil compare with my country? What is special about Rio de Janeiro? How is my life linked to South East Brazil? Were the 2016 Olympics good for Brazil?

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Summer 2021 English Topic Web



<u>Reading</u>	<u>Writing</u>	<u>Spelling, Punctuation and Grammar</u>	<u>Oracy</u>
<p>Our class books this term are:</p>  <p>Through reading VIPERS we will:</p> <ul style="list-style-type: none"> • Look at the differences between inferred and literal information. • Understand how story structure, characters and settings are used and how dialogue advances the action. • Discussing the features of a variety of texts. • Understand how formal and informal language is used within a text. • Continue to gather and use new vocabulary that we have gained from our reading. 	<ul style="list-style-type: none"> • Non-fiction - Explore information texts using the topic of WW2. The children will create their own instructions on how to stay safe in an air raid. They will also revise the features and create their own informative piece of writing. • Chronological reports - children will use the story of "The Lion and the Unicorn" as inspiration. The children will find out about what it would have been like to have been an evacuee during the war. They will write a report based on their knowledge. • Modern fiction - Using the text "Once" by Morris Gleitzman, children will explore what it was like for children in different countries in Europe during the war. They will plan and write their own stories based on events that they find out about in "Once". • Classic fiction - Children will write a play script and a story based on the "Just William" books. 	<ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use bullet points and punctuate correctly • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. • Use commas to clarify meaning or avoid ambiguity in writing • Look at the infinitive form of a verb, and the split infinitive • Link ideas within/between paragraphs for example by repetition of use of expanded noun phrases and adverbials to add detail. • Use the perfect form of verbs to mark relationships of time and cause • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Spellings - Y5/6 - statutory words 	<ul style="list-style-type: none"> • Use of punctuation when reading aloud with expression. • Understand the differences between formal and informal language as well as experimenting with new vocabulary and demonstrate this through classroom conversations and tasks. • Speak audibly and fluently with an increasing command of the English language - Performance. • Participate in discussions, role plays, debates and performances.