



### English

Harry Potter and the Philosopher's Stone  
Harry Potter and the Chamber of Secrets by J. K. Rowling

Treasure Island by Robert Louis Stevenson

Book Reviews  
Newspaper articles  
Creative writing  
Story  
Adverts  
Interviews  
Letters and Emails  
Job Applications  
Report Writing and Speeches  
Non-Fiction Informative Writing  
Comprehension Skills  
Active and Passive Sentences

**Revision**  
Integrate Dialogue, description, cohesion of text, verb tense, ellipsis, adverbials

### Maths - Hodder

**Revision**

Number and Place Value  
Addition and Subtraction  
Multiplication and division  
Fractions, Decimals, Percentages  
Ratio and Proportion  
Angles, Area and Perimeter  
Time, Distance, Weight, Capacity

Algebra  
Properties of Shape  
Position and direction  
Statistics

### Science - Engaging Science

**Heart and Lungs**  
Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood  
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  
describe the ways in which nutrients and water are transported within animals, including humans.

Pupils study the circulatory system, learning about the basic components that make up blood, how the heart works and how blood circulates round the body. They learn about the lungs and the process of breathing and investigate the effect of exercise on the heart and breathing rates. They learn about the effects of smoking and alcohol.

**Classification**  
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.

Pupils build on their knowledge of classification from previous years and look at the classification of invertebrates and microorganisms in more detail and playing games to help them learn about microorganisms and classes of invertebrates.

### Geography - Collins

Europe including Russia  
United Kingdom  
Latitude and longitude  
Northern and Southern Hemisphere  
A region of the United Kingdom  
Rivers and the water cycle  
Natural resources  
Eight points of compass  
Four and six figure grid references  
Map symbols and key and the use of Ordnance Survey maps  
Fieldwork – observe, measure, record and present

**What is a river?**  
To help pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Time is also devoted to exploring rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.

### History - Collins

Pupils should be taught about:  
The achievements of the earliest civilizations

**The Shang Dynasty of Ancient China**

**How did a pile of dragon bones help to solve an Ancient Chinese mystery?**  
What was odd about the dragon bones that Wang Yirong bought?  
What do the engraved bones tell us about the beliefs of the Shang?  
Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?  
Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin?  
What made Fu Hao stand out from the crowd?

### Art - Drawing and Textiles

Use a variety of sources material for their work. Work in a sustained and independent way for observation, experience and imagination.  
Use a sketchbook to develop ideas.  
Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.  
Demonstrate a wide variety of ways to make different marks with dry and wet media.  
Identify artists who have worked in a similar way to their own work.  
Develop ideas using different or mixed media, using a sketchbook.  
Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes.  
Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specific technique.  
Use a range of media to create collage.  
Experiment with using batik safely.  
Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work.  
To be expressive and analytical to adapt, extend and justify their work.

**Drawing/Textiles - Claude Monet River Thames**  
The children will consider and discuss some paintings from Monet's River Thames series. They will discover the importance of light and colour to Monet in creating an impression of a scene. The children will paint a version of Monet's work using 4 carefully matched colours. Using their paintings they will then create a river felt or batik picture, adding detail using beads, sewing, sequins etc...

### Design and Technology

To find out about Shang cities.  
To read about Shang cities and retrieve useful information for the design of a game.  
To use research about Shang cities to develop design criteria for the game.  
To find out about what roles people had in Shang cities.  
To present research to groups who will evaluate ideas.  
To discuss ideas for different roles in the role-playing game  
To decide the rules of the game based on their knowledge of the Shang.  
To speculate and hypothesise in a collaborative conversation to design the game.  
To draw and model their ideas for the role-playing game.  
To make the game based on their knowledge of the Shang.  
To present their finished pieces for the game.  
To make items for the role-playing game.  
To explain the game based on their knowledge of the Shang.  
To present their finished game to the school.  
To evaluate the game.

Research the cities and societies of this dynasty, as well as the lives and roles of the people. Use your knowledge as the basis of your own board game about the Shang.

# Rivers

### PHSE - Jigsaw

**Relationships**  
Recognising me, getting on and falling out, girlfriends and boyfriends and relationships and technology.  
My relationship web, love and loss, power and control and being safe with technology

**Changing Me**  
Self and body image. Puberty for girls/boys. Conception. Looking ahead and looking ahead to year 6.  
My self-image, puberty, girl talk/boy talk, babies – conception to birth, attraction and transition to secondary school.

### Religious Education - Shropshire Agreed Syllabus

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

U2.4 Christians and how to live: 'What would Jesus do?'  
U2.6 For Christians, what kind of king is Jesus?

### Information Technology - Rising Stars

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**We Are Web Developers - Creating a website about cyber safety.**  
In this unit the pupils work together to create a website explaining e-safety and responsible online behaviour.

### Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:  
Use running, jumping, throwing and catching in isolation and in combination  
Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending  
Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)  
Perform dances using a range of movement patterns  
Take part in outdoor and adventurous activity challenges both individually and within a team  
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Cricket  
Badminton  
Swimming  
Athletics  
Rounders  
Tennis

Outdoor Adventurous Activities

### Music - Music Express

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:  
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
Improvise and compose music for a range of purposes using the inter-related dimensions of music  
Listen with attention to detail and recall sounds with increasing aural memory  
Use and understand staff and other musical notations  
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
Develop an understanding of the history of music.

**Keeping Healthy - beat, performing, composition**  
From body popping and gospel singing to swimming and cycling, the children are taken through their paces and they put together an invigorating performance using new musical techniques.

**Moving On - Computers**  
Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.

### French - Oak Academy

Listen attentively to spoken language and show understanding by joining in and responding  
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  
Speak in sentences, using familiar vocabulary, phrases and basic language structures  
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  
Present ideas and information orally to a range of audiences\*  
Read carefully and show understanding of words, phrases and simple writing  
Appreciate stories, songs, poems and rhymes in the language  
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly  
Describe people, places, things and actions orally\* and in writing  
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to Build sentences; and how these differ from or are similar to English

**Je décris un monster**  
Describing size and colour  
Naming parts of the head and face  
Describing parts of the head and face with colours and sizes  
Describing the parts of a monster's head and face and joining descriptions with conjunctions  
Making descriptions better using intensifiers

**A table!**  
Learning the French names of some foods  
Saying you would like to have some foods  
Saying you or someone else is hungry, hot and cold  
Giving your opinions about food and using conjunctions  
Giving someone else's opinions about food and using conjunctions

### Events

**May - Dates to be confirmed**  
Live Music - Band  
Climbing Wall  
Friday 27th May  
Jubilee Tea Party - afternoon.  
Friday 17th June  
Year 2/3 Canoe Day  
Saturday 18th June  
Aberdovey - Journey to the sea begins  
Saturday 25th June  
Aberdovey - walk ends  
Friday 8th July  
Year 6 - Snowdon  
Monday 11th July  
Class 1 - Adventure walk  
Thursday 14th July  
Year 4/5 - Caving Day  
Tuesday 19th July  
End of Year Performance  
Wednesday 20th July  
Last day of term