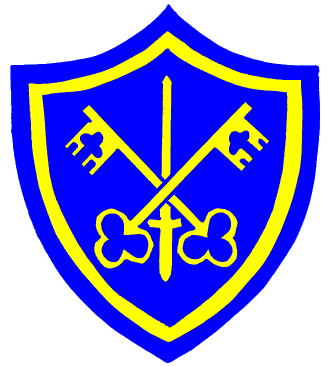
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| **Class Fisher** |  | **Summer 1st half term** | |
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| **Literacy** | This half term, children will learn about 1930’s Britain. They will read non-fiction texts about the 1930’s. They will answer questions making sure they include enough relevant information. They will make notes, comparing then and now and use this information to write a report about 1930’s.  Children will then read a short story set in 1930’s called Spit Nolan by Bill Naughton. Children will enjoy exciting stories with memorable characters. They will consider how particular situations make individuals behave as they do. Additionally, they will explore dilemmas, empathising with characters.  The children will use the story as a basis to write: a letter to describe the character, diary entry, newspaper report and an obituary.  Children will also carry out a short study of poetry and write their own poems based on the ones read.  Children will also be studying as part of a whole school focus a book called Lizzie and The Birds. They will use this book to create a saving the trees campaign.  **SPaG**  The children will have daily SPaG lessons. The children will be expected to transfer this learning into their written work. This term, we will be focusing on: brackets and dashes.They will also investigate third and first person. Children will continue to revisit and practise using other punctuation. | | |
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| **Numeracy** | During the first half of summer, children will be investigating decimals. Children will learn to: compare and convert decimals, order ascending and descending order - which will lead on to adding and subtracting decimals. The children will then move onto solving calculations of decimals using all four operations.  Children will then investigate percentages. They will develop the skills to: compare and convert percentages and fractions, solve word problems involving percentages and solve percentage problems within a table. | | |
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| **R.E** |  | |  |
|  | **The Pentecost** | | In R.E this term the children will be developing their understanding of the story of Pentecost and the Ascension – The children will learn the story and discuss the importance of energy and the transformative power of energy. |

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| **Science** | **Living Things**  Animals Including Humans | Children will continue the topic of Living Things. They will study life processes and how some plants reproduce. They will also describe the life cycles of different mammals. Children will begin to compare the life cycle of amphibians and insects.  Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals. |
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| **Spanish** | **Out of this world** | Spanish this term is focusing upon children’s ability to listen and understand key features of locations and describe locations. The children will learn how to say important features of themselves and also to be able to understand upon hearing; key features about others. integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. |
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| **Topic** | Rivers  (Geography) | During this topic, children willinvestigate and explain the water cycle. They will find out about rivers and how they erode, transport  and deposit materials. Additionally, they will find out about the causes of river pollution and the effect it has on the environment. |
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| **P.E**  **(Wednesday)** | Athletics | In this athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills. They will be running for speed and endurance as well as learning the technique for the standing vertical jump. They will also learn the technique for throwing the discus (the fling throw) and practise other types of throwing techniques, including the one-handed pull throw (javelin) and the one-handed push throw (shot-put). |
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| **Music** | Dancing In the Street! | All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas. integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. |

How you can help your child make progress!

* **Read with them** several times a week and encourage them to read independently.
* Practice number facts regularly e.g. **Times tables.**
* Encourage them to **learn spellings** and **complete all homework** tasks on time.
* Keep an eye out for **suitable programmes on T.V.** that are related to what we are studying. *The discovery channel often shows some good programmes.*
* **Discuss** the plot, characters and conclusions of films, plays and soaps that you watch **together**
* **Try** to take them to the **library** or local museums so that they can find out further information about topics studied in class.
* Give them suitable responsibilities, to **encourage independence**.

###### Most importantly!

* **Talk to them about their school day and ask them what they have learned. They will amaze you with what they get through in a day!**

#### Homework

**Maths & Spellings:**

Maths and spellings are given out on a Wednesday. Your child will be tested on their spellings the following Wednesday. It is imperative that they also know the meanings of the words that are included on their spelling list.

Your child may also be given other homework each week related to work we are covering at the time.

**Class Fisher**

#### Reading: Children will need to change their book at least once a week. Please listen to your child read, ask them questions about the book and comment honestly on how you feel they have read.

It would be a good idea to make sure the book is stored in their school bag to ensure that it comes to school regularly and is not mislaid.

### Junior Department

### Curriculum Outline

**Summer Term**

**2019 (1st half)**

**Learning Log:**

Your child will be set a learning log to research. They will need to complete their learning logs fortnightly which will be returned on Wednesdays.

**Saints Peter and Paul**

**Catholic Primary School**