

Seahorses Class



Curriculum Information

Summer Term

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

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As Readers in addition to studying a variety of extracts we will be continuing to practice our VIPERS skills through the text of Varjak Paw. We have been enjoying learning about Varjak who is a Mesopotamian Blue cat from a large family that live comfortably inside the Contessa's large, grand house. Yet, when the Gentleman arrives with his odd black cats, Varjak and his grandfather the Elder Paw believe that something strange is going on. Finding his way in the city is tough for Varjak until he makes friends with Tam and Holly, two street cats who take pity on him and help him find food and shelter plus avoid the cat gangs that roam the city and work for the mysterious Sally Bones.



Throughout the weeks in our Reading Rangers lessons we will be exploring texts through the lenses of **VIPERS**. This means we will be honing our skills to look closely at the use and understanding of **Vocabulary**, reviewing what we can **Infer** from the text, **Predicting** what could happen, **Explaining** what the writer is telling us, **Retrieving** information and practicing the key skill of **Summarising**.



As Mathematicians we will be starting the term practicing converting units of measure, exploring length, perimeter and area then also taking a look at shape including angles and then statistics.

Key vocabulary: millimetre, centimetre, metre, kilometre, gram, kilogram, seconds, minutes, hours, timetable, perimeter, area, parallel, perpendicular, polygon, quadrilateral, data, information, table.

As Writers we will be writing a cautionary tale based on 'The Canal. We will use this and other texts to inspire and challenge our own writing, both as a reader and as a writer. We use the Talk for Writing method, which has a three-stage approach of imitation, innovation and invention.

With this text a basis, we will be learning to improve our writing by adding 'dialogue to advance the action and dialogue to show characterisation. Our cautionary (warning) tales will have a message for children to learn from that our main character will learn the hard way.

Knowing that it is important as a writer to know who we are writing for, we hope to be able to share our writing with other children in our school.



Key vocabulary: cautioned, warned, remarked, commanded, suggested, grounded.



As Scientists we will build on our learning throughout Key Stage 2 about animals to consider evolution and inheritance. We will be exploring how the theory of evolution was developed. Furthermore, we will examine the scientific evidence from plants and animals that has been gathered to support the theory.

Key vocabulary: inheritance, adaptation, evolution, observation, Charles Darwin.

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As Historians we will be exploring the legacy of Ancient Greece, seeing how it was not a country but made up of city states that often fought each other but would join together to fight a common enemy. We'll consider the empire and role of Alexander the great, primary and secondary sources about their beliefs, language and sports.

Key vocabulary: Athens, Corinth, Sparta, ancient, civilisation, polis, trade, democracy, Alexander the Great, invasion, legacy, gods, goddesses, myths, monsters, Olympics.

As Theologians in Religion and Worldviews we will be considering the big question of 'How do Beliefs Shape Identity for Muslims'? We will consider the history of Islam, the Quran and Hadith as sources of authority, a Muslim perspective on moral issues, the role of the mosque as well as the significance and impact of the five pillars of Islam.

Key vocabulary: The Prophet Muhammed, Iman, Qu'ran, Shia, Sufi, Sunni, mosque, Eid, Shahadah, Salat, Sawm, Hajj, Zakat.



As Athletes we will be learning about cricket, tennis and athletics. In addition to this, we will be reflecting some of our topic work when we look at the Olympic Games which started with the Ancient Greeks. We will also be working towards Sports Day!

Key vocabulary:

Cricket - bat, stump, wicket, run, umpire.

Tennis - serve, volley, love, ace, umpire.

Athletics – sprint, long-distance, jump, throw, race, speed, agility.



This overview is intended to give you a flavour of what we will be learning this term. If you recognise any of this 'good learning' at home, please feel free to write it on a post-it and send it into school so that we can add it to your child's learning report.

This will help us to recognise the next steps that they need to take.

Any questions about the learning on this newsletter, please let us know via Class Dojo.

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Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.



Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 3 times a week.



Also, practise with songs, chanting, write them down, get tested by a friend or family member...

Spelling

Spellings to learn each week will be added onto Spellingframe every Friday and tested at school on the following **Fridays**. Practise your spellings at least 4 times a week.

Spellingframe

Paper copies will also be available for practise during the week.

Reading

Read aloud with an adult at least 5 times a week, write this in your Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class and on **Mondays**, the reads will be counted. Of course, you can read independently in addition to this!






Please ask if you are having trouble logging on to Spellingframe or Tackling Tables or if you need to be reminded of your login info.

Your home learning grid is on the following page.

The subject based challenges are for you to have a go at as home learning tasks but remember, dojos are available for all of those who choose to attempt the tasks. The more you do, the more dojos you will get!

Please send in all home learning to us via Class Dojo.

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| <p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">Create a presentation about one or more Ancient Greek gods or goddesses:</p> <div style="display: flex; justify-content: space-around;">    </div> <p>What are their symbols? Family? What myths are they famous for?</p> | <p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">Write a non-chronological report on an aspect of the Ancient Greeks that interests you.</p> <p style="text-align: center;">Perhaps research the topic of:</p> <p style="text-align: center;">Food – what did the Ancient Greeks eat, why?</p> <p style="text-align: center;">Sport – what games did people play, why?</p> <p style="text-align: center;">Buildings – what were their houses and temples like? Are there reasons for this?</p> | <p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Perimeter / Area / Volume Poster</p> <p style="text-align: center;">Design a poster to explain to your younger peers how to work out perimeter (Y4) and/or area (Y5) or even volume (Y6). Remember to make the definition of these words clear e.g.: Perimeter is the measurement of the outside edge of a closed 2D shape.</p> |
| <p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">What questions would you like to ask an Ancient Greek philosopher, ruler or god/goddess?</p> <p>Write a letter to them asking about what their life is like and telling them things about your life that might be similar or different to theirs.</p> | <p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">Design your own Greek god or goddess.</p> <p style="text-align: center;">What will they wear and why?</p> <p style="text-align: center;">What will their symbol(s) be?</p> <p style="text-align: center;">What might they represent – the god of computer games, the goddess of capybaras, the god of hairdressers and barbers?</p> <p>Pay particular attention to the colours you think will best represent them and why.</p> | <p style="text-align: center;"><u>DT</u></p> <p style="text-align: center;">Design / make your own Greek temple</p> <p>Which god or goddess might your temple be for? Research materials and design, look at stylobate (foundations), entablature (roof structure), frieze (decoration), pediment (triangular gable on a roof) Doric, Ionic and Corinthian columns. How might you use these amazing Ancient Greek architectural features in your design?</p> |
| <p style="text-align: center;"><u>Times Tables</u> reminder</p> <p style="text-align: center;">Times tables we need to be comfortable and confident with tables up to 12. Practise via Tackling Tables at least 3 times a week.</p> <p style="text-align: center;">Will you get your next Tackling Tables certificate this week?</p> | <p style="text-align: center;"><u>Spelling</u> reminder</p> <p style="text-align: center;">Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following Fridays. Practise spellings at least 4 times a week</p> <p style="text-align: center;">Will you get the Spelling Frame certificate this month?</p> | <p style="text-align: center;"><u>Reading</u> reminder</p> <p style="text-align: center;">Read aloud with an adult, write this in your Reading Record book and get your adult to sign it. On Mondays the reads can become dojos! Read at least 5 times a week.</p> <p style="text-align: center;">Will you get a certificate from Mrs Coe this week?</p> |

These are just ideas, all homework showing diligence and / or initiative will be rewarded with dojo points.
Please hand in homework on Thursdays, thank you.