



# Is Bere Regis Britain's Best Village?

### In English, we will be focusing on:

Writing narrative, considering how to create atmosphere and describe settings/characters. We will be using Harry Potter as a key text. During this unit, pupils will learn to:

- Discuss and evaluate how authors use language including figurative language considering the impact on the reader
- Use a thesaurus
- Integrate dialogue to convey character and advance the action



Writing a leaflet to persuade tourists to visit Bere Regis. During this unit, pupils will learn to:

- Use second person
- Distinguish between facts and statistics
- Explore the use of colour and images
- Use imperative and modal verbs to convey urgency
- Use semi-colons for structure
- Use colons and semi-colons to list features, attractions or arguments.
- Participate in discussions, presentations and debates.

Writing biographies, considering how to write formally and structure work effectively. We will be using Mary Anning as a starting point before pupils research a person of interest to them. During the unit, pupils will learn to:



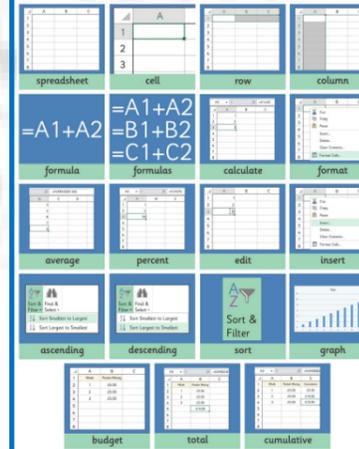
- Use relative clauses to add further detail
- Use brackets or dashes to mark relative clauses
- Use colons and semi-colons to mark clauses
- Use paragraphs to group related ideas
- Retrieve, record and present information from non-fiction

### Topic—Bere Regis: a local study:

**History:** We will work to answer the question, "What was Bere Regis like in the past?" We will explore the ways in which education and industry in Bere Regis have changed over time and collaborate to create a Bere Regis History book.

**Geography:** We will look at where Bere Regis is located within the UK; and explore key geographical features as well as learning how to represent them on a map. We will learn how to use a compass and a map together to navigate our way around the village (we will look at how Bere Regis compares to another village of a similar size in a different location).

**Art:** We will learn how to use a digital camera to take photos as we walk around the village. We will edit the photographs later in the term. We will study and compare the work of three landscape photographers, Michael Kenna, Ansel Adams and Charlie Waite as well as speaking with local artists.



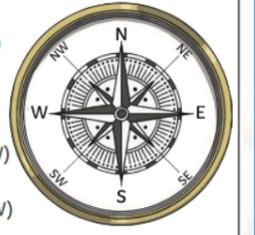
**Computing:** We are going to explore how can we use databases to record and store information collected during our time spent in the village. We will also continue to explore safer internet use, particularly in relation to approaching information found online discerningly. Finally, pupils will be looking at coding and learning some key coding skills.

**PE:** We will continue our dance unit for the first few weeks, exploring characterisation. We will explore how to include emotion and story telling in dance routines. In gymnastics, we will continue to look at travelling, incorporating a variety of pathways, levels and speeds. Finally, we will look at different invasion games, focusing on team work, sportsmanship and tactics.

**French—Au village:** In French we continue to use directional language such as le nord ( north ), le sud ( south ), l'est ( east ) and l'ouest ( west ) and we will be able to talk about where we live in relation to the rest of the country: "Bere Regis est dans le sud de l'Angleterre" ( Bere Regis is in the south of England ). We will then discover how to talk about places to visit within a town or village, for example : Il y a un cinéma ( there is a cinema ). By the

### Eight-Point Compass

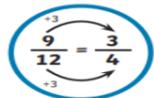
- north (N)
- north-east (NE)
- east (E)
- south-east (SE)
- south (S)
- south-west (SW)
- west (W)
- north-west (NW)



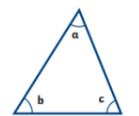
### Simplify Fractions



Factors of 9: 1, 3, 9  
Factors of 12: 1, 2, 3, 4, 6, 12

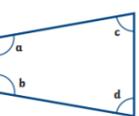


### Angles in a Triangle



a + b + c = 180°

### Angles in a Quadrilateral



a + b + c + d = 360°

### In maths, we will be focusing on:

- Revision of the four operations and continuation of using visual representations of number
- Shape, space and measure, including position and direction
- Fractions and decimals
- Algebra

### Multiplying Fractions by Fractions

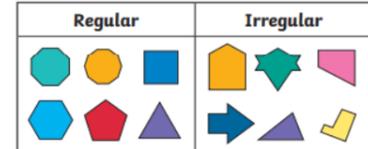
$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

### Multiplying Fractions by Whole Numbers

$\frac{2}{5} \times 3 = \frac{6}{5} = 1 \frac{1}{5}$

### Dividing Fractions by Whole Numbers

$\frac{2}{5} \div 2 = \frac{1}{5}$   
Multiplication and division are the inverse of one another so:  
 $\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$



A polygon is any two-dimensional shape formed with straight lines.  
In a regular polygon, all the sides and angles are equal.  
In an irregular polygon, the sides and angles are not equal.

### Adding and Subtracting Proper Fractions

**Same Denominators**  
 $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

**Different Denominators**  
 $\frac{2}{7} + \frac{3}{5} = \frac{10}{35} + \frac{21}{35} = \frac{31}{35}$

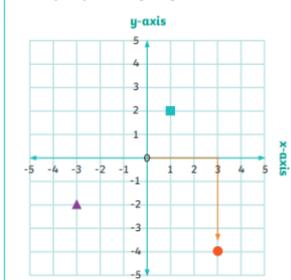
Multiples of 7: 7, 14, 21, 28, 35  
Multiples of 5: 5, 10, 15, 20

Multiples of 10: 10, 20  
Multiples of 4: 4, 8, 12, 16, 20

$\frac{9}{10} - \frac{1}{4} = \frac{18}{20} - \frac{5}{20} = \frac{13}{20}$

### Four Quadrants

Coordinates can use positive and negative numbers. Whether positive or negative, the x-axis coordinate is written first, followed by the y-axis coordinate.



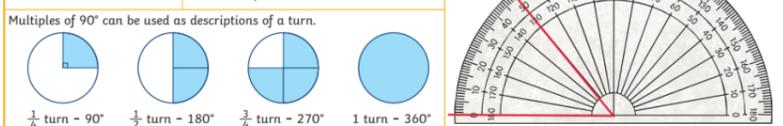
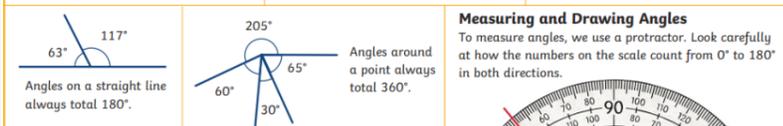
Look at the circle. It is 3 units along the x-axis and 4 down the y-axis. Its coordinates are (3,-4).

### Identifying Angles

**Acute Angles** Any angle that measures less than 90° is called an acute angle.

**Obtuse Angles** Any angle that measures greater than 90° and less than 180° is called an obtuse angle.

**Reflex Angles** Any angle that measures greater than 180° is called a reflex angle.



er how to talk about places to visit within a town or village, for example : Il y a un cinéma ( there is a cinema ). By the end of the term, Jurassic class will create their own leaflet advertising their local area and describing its amenities.

**RE:** Pupils will explore ways in which Christians and Muslims make use of their places of worship. We will link this learning by visiting our local village church and a mosque.

**Trips/Visits:** We will take trips into the village regularly and are hoping to be visited by some members of our local community. We will also visit a local mosque.

### Important Features of a Mosque

**Shoe rack** A place to leave your shoes before entering.

**Washroom** Muslims must wash before entering the main hall.

**Prayer mats** Mosques either have carpet with individual prayer mats or Muslims take their own prayer mat to worship upon.

**Tasbeeh Beads** Beads hanging around the mosque for worshippers to help think about Allah.

**Qur'an** The Muslim holy book which is the word of God. It is treated with great respect and placed on a special wooden stand to be read.

**Minaret** Most mosques have at least one minaret which is a tall thin tower. A man stands at the top and calls Muslims to prayer.

**Mihrab** An alcove in the wall shows the direction the worshippers need to face.

This is the direction of Mecca in Saudi Arabia, the most sacred Muslim place in the world.

### How you can help your child at home:

**Spelling:** Spellings Shed (<https://www.spellingshed.com/>) contains all of the pupils personalised spelling lists. Pupils should practise for around 20 minutes a week.

**Times tables:** Children in years 5 and 6 should all be able to recall their times tables up to 12 x 12. They should practise on TT Rockstars for 20 minutes a week to help with their recall.

**Reading:** Daily reading with your child (both them reading to you and you reading to them, perhaps at bedtime) continues to be vitally important. Use the question prompts in the front of the reading diaries to support discussions about what you've read.

**Homework:** Children will continue to be set homework each week on Manga High. Children should spend around 40 minutes on their Manga High homework. Homework club is available every Tuesday for those children who wish to attend.