Jurassic - Summer Term 1 - Year B

Our topic for this half term is: **ALL CHANGE!**

English:

This half term we will be refining our writing skills and working on our individual writing targets. Pupils will use a range of visual stimulus to write both fiction and non-fiction texts.

The criteria here demonstrate the skills required for a pupil to be considered to be working at a given level they must be able to consistently do ALL the criteria for that level.

Working towards the expected standard:

- write fiction and non-fiction texts
- use paragraphs
- describe settings and characters
- correctly use headings, sub-headings, bullet points
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction (mostly correctly)
- correctly spell most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly

Working at the expected standard:

- write fiction and non-fiction
- choose appropriate tone and vocabulary for the text
- describe settings, characters and atmosphere
- Use dialogue to convey character and advance the action
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)
- use verb tenses consistently and correctly
- use a range of punctuation correctly (" ! - , ; :)
- spell most words from the year 5 / year 6 and use a dictionary to check spelling
- maintain legibility in joined handwriting writing

Working at greater depth:

- write effectively for a range of purposes and audiences and changing writing style to suit the purpose.
- show character voice through the way thy speak
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens)
- when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.

Maths:

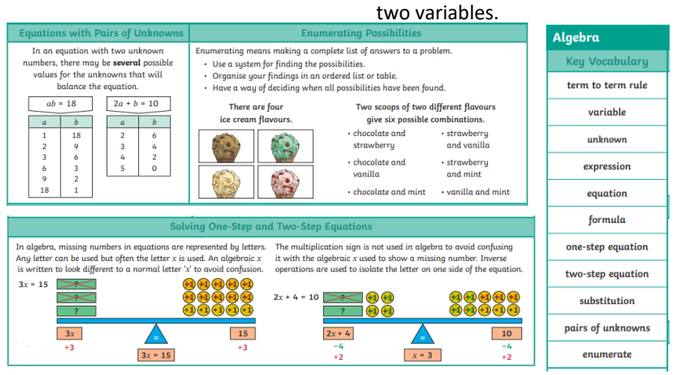
Position and Direction— We will learn to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Algebra—We will learn to:- use simple formulae

- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Key Vocabulary
translate
translation
reflect
reflection
up
down
right
left
coordinates
quadrant
x-axis
y-axis
horizontal
vertical



Algebra
Key Vocabulary
term to term rule
variable
unknown
expression
equation
formula
one-step equation
two-step equation
substitution
pairs of unknowns
enumerate

PE: This term, the pupils will be doing athletics and cricket.

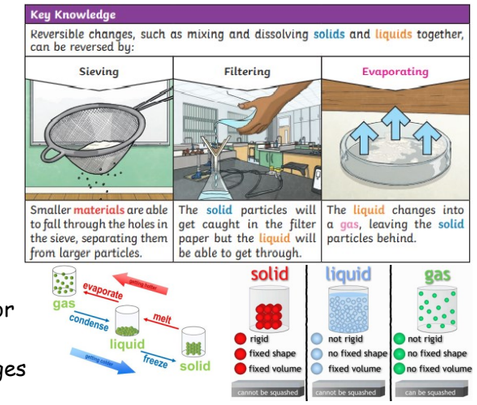
RE: Our key question is: 'Does prayer make a difference?' We will explore how different religions approach this during an R.E themed day.

Key Vocabulary	
materials	The substance that something is made out of, e.g. wood, plastic, metal.
solids	One of the three states of matter. Solid particles are very close together, meaning solids, such as wood and glass, hold their shape.
liquids	This state of matter can flow and take the shape of the container because the particles are more loosely packed than solids and can move around each other. Examples of liquids include water and milk.
gases	One of the three states of matter. Gas particles are further apart than solid or liquid particles and they are free to move around. A gas fills its container, taking both the shape and the volume of the container. Examples of gases are oxygen and helium.
melting	The process of heating a solid until it changes into a liquid.
freezing	When a liquid cools and turns into a solid.
evaporating	When a liquid turns into a gas or vapour.
condensing	When a gas, such as water vapour, cools and turns into a liquid.
conductor	A conductor is a material that heat or electricity can easily travel through. Most metals are both thermal conductors (they conduct heat) and electrical conductors (they conduct electricity).
insulator	An insulator is a material that does not let heat or electricity travel through them. Wood and plastic are both thermal and electrical insulators.
transparency	A transparent object lets light through so the object can be looked through, for example glass or some plastics.

Topic:

In Science we will learn about:

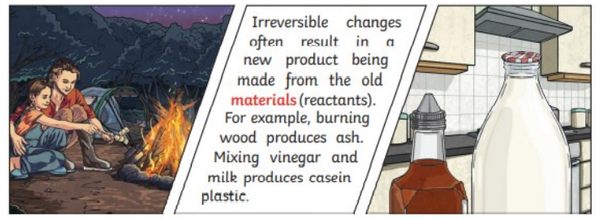
- Properties of materials , including grouping materials based on their properties;
- Changing states of materials, by melting, dissolving and separating mixtures;
- Identifying whether a material is a solid, liquid or gas;
- Conducting a fair test and drawing conclusions from our results;
- Exploring whether changes are reversible or irreversible;
- How new materials can be made from changes in other materials.



Dissolving
A solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble. Materials that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.

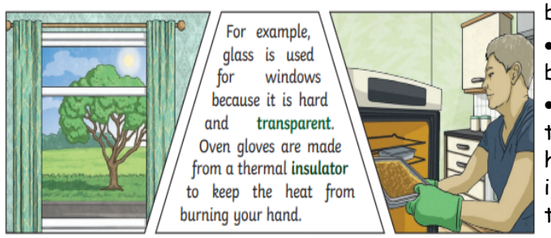
Sugar is a soluble material.

Sand is an insoluble material.



Irreversible changes often result in a new product being made from the old materials (reactants). For example, burning wood produces ash. Mixing vinegar and milk produces casein plastic.

Different materials are used for particular jobs based on their properties: electrical conductivity, flexibility, hardness, insulators, magnetism, solubility, thermal conductivity, transparency.



For example, glass is used for windows because it is hard and transparent. Oven gloves are made from a thermal insulator to keep the heat from burning your hand.

In **design and technology**, we will learn to:

- Explore different ways to make bread
- Design, test and evaluate our own bread recipe
- Explore the changes that happen to our ingredients once they are mixed,

janvier January
février February
mars March
avril April
mai May
juin June
juillet July
août August
septembre September
octobre October
novembre November
décembre December

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

In **French** we will be revising months of the year and days of the week. We will be looking at what French people celebrate in each month and finding out about a French girl's day-to-day life in Normandy. In the later part of the term, by playing competitive games of Bingo and using interactive games we shall become confident in saying and writing numbers 1-20. If you would like to practise any of these language skills at home, please have a look at lightbulblanguages.co.uk where you can find some useful, quick interactive French games.

0	zéro
1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt

Within our **PSHE** scheme we will explore our changing bodies and feelings. This includes sex and relationship education. A letter will be sent home explaining the content of these lessons and I will be happy to answer any questions that you have.

Music: in music, we will be finishing out work on Music Since the 1920s and beginning to learn songs in preparation for our school production, Cinderella Rockerfella (a panto-tastic adaptation of the traditional story—Oh no it isn't!)

Computing: In computing, we will be looking at creating digital media. We will plan, film and edit our own videos for our chosen audience.

How you can help your child at home:

Daily reading with your child is the single most important way you can support them. Please continue to record this in their reading diary and support them in completing at least one comprehension task a week from their CGP books.

As we move towards the final weeks of the year, your child will be keen to finish learning the statutory **spellings** for their year group. Please ensure they spend 30 minutes a week working on these, until they have learned all the spellings from their assigned list.

Before Easter, pupils should have brought home '100 Maths Reasoning' and '100 Maths Arithmetic' question booklets. Although I will continue to set homework on Mangahigh for Maths, pupils may prefer to spend their 45 minutes of Maths homework a week practicing their skills using these booklets. If they do this, please could you ensure that you note it in their Reading Record.

It is vital that pupils bring their CGP Comprehension books and their Maths Questions books into school **every day**, as we regularly use both as part of our daily learning.