

St James Brighton Primary School



Year 5&6, Term 4

ENGLISH

Reading and Viewing

Year 5

- Understand how texts vary in purpose, structure and topic as well as the degree of formality
- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
- Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

Year 6

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts
- Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts
- Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning

Writing

Year 5

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
- Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
- Reread and edit own and others' work using agreed criteria for text structures and language features
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements

Year 6

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas

- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
- Use a range of software, including word processing programs, learning new functions as required to create texts

Speaking and Listening

Year 5

- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
- Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements

Year 6

- Understand the uses of objective and subjective language and bias
- Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis

MATHEMATICS

Number and Algebra:

Year 5

- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

Year 6

- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations

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Measurement and Geometry:

Year 5

- Choose appropriate units of measurement for length, area, volume, capacity and mass
- Connect three-dimensional objects with their nets and other two-dimensional representations
- Estimate, measure and compare angles using degrees. Construct angles using a protractor.

Year 6

- Convert between common metric units of length, mass and capacity
- Connect volume and capacity and their units of measurement
- Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies

- Introduce the Cartesian coordinate system using all four quadrants

RELIGIOUS EDUCATION

Year 5

In Term 4, the Year 5 students will take part in a range of activities that allow them to Identify their beliefs through catholic teaching traditions and the gifts of the Holy Spirit.

The students will explore the following:

- Explain and interpret the nature of the Holy Spirit and its particular role in the Catholic Church.
- Explain the Catholic understanding and teachings of the actions of the Holy Spirit.
- Roles and responsibilities of participating in the Year 5 mass.
- Reflecting on the ways religion contributes to identify of believers.
- Reflecting on campaigns that are significant to our beliefs.

Year 6

Though the preparation of the Sacrament of Confirmation and expressing our faith through all our learning, the students will explore the following;

- Explain the nature of the Holy Spirit and its particular role in the Catholic Church.
- Explain the Catholic understanding of the actions of the Holy Spirit.
- Interpret the gifts and fruits of the Holy Spirit and how these enable people to contribute to the mission of the Church.
- Interpret the work of the Holy Spirit in the world
- Reflect on their role in the mission of the Church and the Kingdom of God.
- Reflect on ways religion contributes to the identity of believers.

INQUIRY

In Year 5 and 6 this term through our concept of *Creativity*, the students will be exploring the environment through the lens of Sustainability, Geography, Design and Technology.

Sustainability and Geography

- Differences in the demographic, economic, social and cultural characteristics of countries across the world.
- Location of the major countries and the geographical diversity within the region.
- Environmental and human influences on the location and characteristics of places and the management of spaces within them.
- Factors that influence their own and people's awareness and opinion of places.

Using the developing knowledge and understanding of sustainability, students will use Design and Technology to;

- Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use
- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions
- Develop project plans that include consideration of resources when making designed solutions
- Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions

HOME LEARNING

Year 5

Home learning will be sent home weekly and distributed in class and on Google Classroom, beginning Tuesday 8th of October. Students will have activities in the areas of Reading, Spelling/ Grammar, Mathematics, Connected Learning (Inquiry) and/ or Religious Education. Home learning will reflect the learning that is occurring in the classroom and an opportunity for students to gain the skills of time management and organisation.

Year 6

Home learning will be sent home via Google Classroom on a fortnightly basis beginning Tuesday 14th of October. Students will have activities in the areas of Reading, Spelling/Grammar, Mathematics, Connected Learning and/or Religious Education. Home learning will reflect the learning that is occurring in the classroom and an opportunity for students to gain the skills of time management and organisation.

SPECIALIST TIMETABLE

Week A

		9 - 10	10 - 11	Recess	11.30 - 12.30	12.30 - 1.30	Lunch	2.30 - 3.30
Mon	Art	4C	Release Art		5C	Year 6		5M
	Perf Arts	Release PA	4C		Year 6	5M		5C
Tues	Art	Year 2	Prep		Year 1Q	Year 1		3
	Japanese	Year 1	4C		3	2		Prep
	PE CK	Prep	3		Year 1	Year 1Q		2
	PE GM	4C	Year 6		Release GM	5M		5C

Week B

		9 - 10	10 - 11	Recess	11.30 - 12.30	12.30 - 1.30	Lunch	2.30 - 3.30
Mon	Art	Year 1Q	Year 1		Prep	2		3
	Perf Arts	Year 1	Year 1Q		2	3		Prep
Tues	Art	5C	Year 6		5M	Release Art		4C
	Japanese	Year 1Q	5M		5C	Year 6		Release LOTE
	PE GM		5C		Year 6	4C		5M
	PE CK	Year 1	2		Prep	3		Year 1Q

Thank you for your ongoing support,

Emma Herbert, Sarah Contin and James McMahon