



# Sycamore Class (Year 5 & 6)

## Term 4 Class Topic Web



### Mathematics:

Multiplication and Division

Data

Division

Space

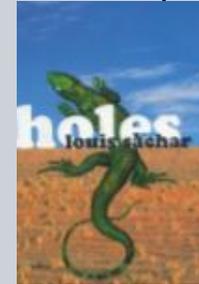


### English:

Focus Texts: *Can We Save the Tiger?* by Martin Jenkins and *Holes* by Louis Sachar

Genres: Narrative and Chronological Report

Grammar: Passive voice, present perfect tense, fronted adverbials, relative clauses, possessive apostrophes and inverted commas.



### Science:

Forces



### Computing:



Creating Media - Web Page Creation

### PSHE&C:



Healthy Me

### RE:



What difference does the resurrection make to Christians?

### Geography:



What are natural disasters and what causes them?

### Music:

Weekly Ukulele Lessons

Singing Lessons



### DT:

Structure/Mechanism - Vehicle (Woodwork)



### PE:

Football (Wednesday)

Dance (Thursday)



### French:

The Weekend

Clothing



# Class Updates & Notices

Dear Parents/Carers,

We expect the half term went by super fast; however, we hope that you enjoyed the extra family time. We are now entering our shorter fourth term, and, as usual, we have lots to fit in.

A few reminders:

- Please ensure your child's belongings are clearly labelled and they have a water bottle in school each day.
- Reading books will be changed when the children have completed them. They will be bringing home a fiction and an information book.
- Weekly spelling tests will take place on Fridays.
- Children will also be receiving some grammar and maths homework each week. Year Six's will be set from CPG books.
- PE kits to be worn on Wednesday and Thursday.

If you have any questions or concerns at any point, please don't hesitate to contact us.

Thank you for your continued support.

Mrs Richardson and Mrs Hendry

## More Homework Information

We understand that there are many different views about homework. However, for greater success and to promote an overall love for learning, it is integral that education takes place in all the child's environments. Also, as your child is getting closer to secondary school, it would be good practice for them to get use to this routine.

### Key Areas:

- Reading (at least 20 minutes daily) - parents or students to record/log
- Spelling practice (including Year 5 and 6 statutory spellings and taught patterns)
- Grammar relating to class focus
- Maths relating to class focus

### Optional Homework for Term Four:

- To build a volcano and see if you can get it to 'erupt'.
- To read age-appropriate newspaper reports and review their structure.
- To create something out of wood (e.g., bird box, model building, a face, etc.).
- Reading analogue as well as digital clocks.

# Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

# Question Prompts for Shared Reading:



<p><b>V – Vocabulary</b> 2a – Give/ explain the meaning of words in context.</p>	<ul style="list-style-type: none"> <li>• What do the words...and....tell us about the character/setting/mood/author?</li> <li>• Which words tell you that...?</li> <li>• Can you find a word that describes...?</li> <li>• Find a word in the text that means...?</li> <li>• Find a word that is a synonym of...?</li> <li>• Find a word that suggests/shows...?</li> <li>• What does the word .... mean?</li> <li>• Why has the author chosen....?</li> </ul>	<p><b>E – Explain</b> 2f – Identify/explain how information/ narrative content is related and contributes to the meaning as a whole. 2g – Identify/ explain how meaning is enhanced through choice of words and phrases. 2h – Make comparisons within the text.</p>	<ul style="list-style-type: none"> <li>• Why is the text organised like this?</li> <li>• What features and structures has the author used? Why?</li> <li>• Is the use of...effective? why?</li> <li>• Find evidence to prove...</li> <li>• Which words and phrases give us the impression of...?</li> <li>• Find phrases which show a change in attitude from...?</li> <li>• What affect does... have on the reader?</li> <li>• What affect does... have on the character?</li> <li>• Why has the author chosen...?</li> <li>• Does the author have a point of view? Find phrases to prove your answer.</li> </ul>
<p><b>I – Inference</b> 2d – Make inference from the text/ explain why and justify using evidence from the text</p>	<ul style="list-style-type: none"> <li>• How do these words make you as the reader feel?</li> <li>• How can you tell that...?</li> <li>• What impression of... do you get from this paragraph/chapter/sentence/illustration?</li> <li>• Who is the narrator of this story? Are they the same as the author?</li> <li>• What expression might you add to this part?</li> <li>• What was.... thinking when...?</li> <li>• Do you agree with....?</li> <li>• What would you have done when....?</li> </ul>	<p><b>R – Retrieve</b> 2b – Retrieve and record key information/ key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> <li>• How did...?</li> <li>• Who is...?</li> <li>• What does.... do when...?</li> <li>• What can you learn from....?</li> <li>• What is....?</li> <li>• Give an example of...?</li> <li>• Which genre of text is the text? How do you know?</li> </ul>
<p><b>P – Predict</b> 2e – Predict what might happen from the details stated and implied.</p>	<ul style="list-style-type: none"> <li>• From the cover, what do you think is going to happen in our text?</li> <li>• What information do you think we will find out?</li> <li>• What do you think will happen in the next chapter based on what we've read?</li> <li>• Do you think.... will happen? Explain your answer.</li> <li>• Can you find evidence that shows... might happen?</li> <li>• What has happened before this? Do you think that will affect the character's choices?</li> <li>• What would you do if...?</li> </ul>	<p><b>S – Summarise</b> 2c – Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> <li>• Can you put these events in order?</li> <li>• What happened before this chapter?</li> <li>• Tell me what has happened so far, in your own words.</li> <li>• What was....?</li> <li>• Which order to the chapter headings come in the story?</li> <li>• Can you summarise the paragraph we have just read?</li> <li>• What happened in the beginning/middle/end?</li> <li>• Summarise the character's actions in this chapter.</li> </ul>