

**Communication, Language and Literacy: Non-Chronological Reports and Arguments and Debates**

Talking and Listening – Arguments and debates based on climate change.

Reading – Non-chronological reports and non-fiction texts. Locate relevant information and summarise what has been read.

Work out the meaning of words from context, checking that the text makes sense. Explain and discuss what has been read, draw inferences and justify these with evidence.

Writing – Compose non-chronological reports based on natural disasters focusing on; sentence structure using a range of punctuation including semicolons. Consider audience and purpose and adapt writing to the chosen form. Use organisational devices in non-narrative eg. headings and sub-headings, underlining.

Handwriting – Continue to develop a fluent, consistent, cursive script.

Mathematics:**Number**

- Long division with remainders.
- Solve problems involving division.
- Understand order of operations.
- Mental calculations and estimation.
- Reason from known facts.

Fractions

- Recognise equivalent fractions.
- Simplify equivalent fractions.
- Convert improper fractions to mixed numbers and vice versa.
- Compare fractions.
- Order fractions.
- Add and subtract fractions with the same denominator.
- Add and subtract any two fractions.

Geography/Art/DT/Music Focus:

- Compare and contrast two localities and the lives of their inhabitants.
- Share a secure understanding of the themes of water, settlement and environment.
- Create a piece of music with multiple sections that include repetition and contrast.
- Use Mod Roc to create a model of a mountain including contours.
- Create digital artwork using advanced techniques.

How you can help at home:

When reading books or texts, discuss characters, story plot, features they have noticed, parts they think could be improved, effective word choices and the impact on the reader.

Talk about using Mathematics in everyday life; shopping, time etc. Practise number facts such as $34 + 66 = 100$, multiplication tables and division facts.

6R: Resilience and Resourcefulness**Jigsaw:** Dreams and Goals

- Identify what I would like my life to be like when I grow up.
- Know about a range of jobs carried out by people.
- Identify a range of ways that we could support each other.

Physical Education:**Swimming (Year 5)** Tuesdays.

- Develop stroke skills, stamina, and water confidence.

Dance (Year 6)

- Work in teams to choreograph a dance focusing on moving in unison.

Games

- Develop a range of skills that can be applied in games.