

# VICTORIA PRIMARY SCHOOL

## Termly Overview

**TERM: Spring 2012**

**YEAR: 5/6**

Years 5&6 will be undertaking a thematic approach this term. Our topic this term is geography based. We will be exploring the continent of Africa, looking at its cultural diversity in stories, music, dance and art.

We hope the children will be inspired through this topic. Below are some of the things that your child will be learning about, either through the topic or if necessary through discrete teaching.

<p><b>English</b></p> <p><u>Fiction</u>: novels, stories and poems from other cultures, focusing on figurative language.</p> <p><u>Non Fiction</u>:                  Recounts (magazine articles, biographies), instructional texts.                  Skimming and scanning for information. Encyclopedic entries.                  Locating information from a variety of sources, responding to text.</p> <p>Personalised spelling lists.                  Develop neat, joined handwriting style.</p>	<p><b>Maths</b></p> <p>Read and plot coordinates, names and identify properties of 2D shapes. Area and perimeter of shapes.</p> <p>Use standard units of length, capacity, mass and time to solve word problems. Extract, interpret and construct a variety of charts, tables and graphs.</p> <p>Strategies for mental addition and subtraction, multiplication and division, with remainders including decimal numbers.</p> <p>Rapid recall of number bonds, doubles and near-doubles, multiplication tables and fact families.</p>
<p><b>Science</b></p> <p>Gases around us                  What is a gas? What properties make it different from a solid and a liquid? Investigate properties.                  What gases can be found around us? How are they used in everyday life?                  Changing states                  Investigate reversible and irreversible changes in solids and liquids. Recognise the processes of condensation, evaporation, melting, freezing and solidification.</p>	<p><b>Cymraeg</b></p> <p>Amser - Time.                  Reading and asking the time. Stating when certain activities are carried out.                  Teledu - Television                  Learn vocabulary for different types of television programmes.                  Use knowledge and skills gained in 'Amser' to ask and answer when television programmes are aired.</p>
<p><b>Geography - Amazing Africa</b></p> <p>Exploring the continent of Africa? Looking at the culture, landscape, climate and daily life of people in different African countries (Ghana, South Africa, Egypt and Tanzania). Identifying and giving reasons for similarities and differences between life in Wales and different African nations.</p>	<p><b>Art (linked to DT and Geography)</b></p> <p>Exploring colour, shape and pattern in African art.                  Incorporate their findings into DT shelters.</p>
<p><b>DT - Structures - shelters (African)</b></p> <p>Investigate what type of shelters are used, where and why. Using this information, design, build and test a shelter that meets a given design brief. Evaluate process and product.</p>	<p><b>RE - Places of Worship</b></p> <p>To investigate the purpose and importance of places of worship to members of Christian, Jewish and Muslim faith groups.</p>
<p><b>Music</b></p> <p>Cyclic patterns (African music).                  Identify, repeat and innovate cyclic patterns. Explore the effects of overlapping/staggering patterns. Perform, conduct and appraise own and others, music using tuned and untuned instruments.</p>	<p><b>IT</b></p> <p>Multi media presentations, hyper links to include sound and video clips.</p> <p>Spreadsheets - Use a simple spreadsheet to calculate cost of materials used in constructing shelters.</p>
<p><b>PE</b></p> <p>Dance (African) -Produce a short dance sequence to retell a traditional story. Explore dynamics of shape, speed and direction.                  Games - Hockey, development of skills to build up to a game.                  Gym: developing body shapes and control to create a sequence of movements on the floor and apparatus. Evaluate performance.</p>	<p><b>PSE - Going for Goals</b></p> <p>Opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.                  Focusing on the underlying prerequisites for successful goal-directed learning and behaviour: for example, taking responsibility and building feelings of confidence and self-efficacy - the belief that what you do makes a difference. Discussing how to make wise and balanced choices about goals, while providing opportunities to practice problem-solving strategies.                  Thinking about how we can be more resilient when tasks may be challenging.                  Setting and achieving personal goals.</p>