**Peswara Class News**

**Summer Term 2023**

Howdy, Peswara and **welcome back**! As always, this term will be **jam packed** with **creativity**, **excitement** and **a passion for learning**! Over the course of the term, we will continue to work on **effective** and **efficient** methods across the curriculum – always striving to become the very **best** **versions** of **ourselves** – using prior knowledge to **embed** and **deepen** our understanding of the **world around us**. Underneath, there is a brief **overview** of what to **expect** from each **subject** as we progress through the term. Make sure to **check** the Class Stories on **Class** **Dojo** each week to see what Peswara has been getting up to: this will give you a greater insight into what we are learning about as well as useful vocabulary to help support your child’s learning at home.

**London trip:** London letters have gone home for our Year 6 children – a trip that will be full of excitement, memories, adventure and great food (**19th -21st July 2023**). Please do get in touch with us to discuss and chat about any concerns, issues or worries with the upcoming trip.

**Supporting your child at home:**

Practise weekly spelling online: <https://play.spellingshed.com>.

Practise times tables online: <https://play.ttrockstars.com/>.

Read with your child at least 5 times per week – read their school book or something you enjoy reading at home and discuss with your child.

**Should you have any questions or would like to pass information on about your child at any, please don’t hesitate to message over Dojo or via email** csummerfield@pendeen.tpacademytrust.org

End of Day Reader: The Boy at the Back of the Class – Onjali Rauf

**What we will learn:**

**English**: This term we will be reading a selection of books including: ‘**The Lion, The Witch and The Wardrobe**’ written by C S Lewis and Morpurgo’s ‘**Friend or Foe**’. We’ll also be using videos from Literacy Shed + to inform our writing, including ‘**Heinz**’ which retells the story of the infamous **Beanz**! We will continue to develop **our writer’s toolkits,** thinking about how to write **short narratives** and **biographies**, exploring to how to **structure**, adapt and improve our writing. We’ll also focus on **setting descriptions** and **character descriptions**, **persuasive** arguments and **blogs**!

**Maths**: Across Year 5 and Year 6 we will be diving into all things **SHAPE –** thinking about **angles, measuring, triangles, polygons** and **quadrilaterals, MEASUREMENT -**lookinginto **area, perimeter** and **volume, STATISTICS –** focusing on **graphs, charts** and **means** andfinally **PERCENTAGES – amounts, missing values** and **increases!**

**Science**: In Summer 1, we’ll be taking a look at **Animals including Humans** – describe **changes** as **humans** **develop**, life **process** of **reproduction** in **plants** and **animals**, and **differences** in **life** **cycles**. Moving into Summer 2, our learning focuses on **working scientifically** – looking at using **equipment,** taking **measurements,** using **scientific diagrams** andlooking at all things **experiments!**

aging, puberty, elderly bone density., reproduction, mating, offspring, sexual, asexual, reproduction, regeneration, spores

**Geography**: This term we will focus on the question, ‘**What is it like in the Amazon**?’ looking at – **where** and **what** the Amazon is, **climate** and **native** animals, **researching** the city of **Manaus**, changing **ways** of **life** and ways to **protect** the **values** of the Amazon for **future** **generations**.

Continent, country, region, human and physical features, primary source, secondary source, rainforest, river

**History**: We will be looking at a non-European society – the **Mayan** civilisation. We will explore how the Mayans **lived**, **survived**, **worshipped**, used **technology** and **explore** the ancient cities asking how they **remained** **hidden** for so many years!

Archaeologist, Mayan, base 20, codex, creation myth, Hieroglyphs, Interpretation, Rain forest, Sacrifice, Stelae

**PE**: In the Summer term, we will think about theimportanceof **fundamental movement skills** and techniques in **jump** **ball**– learning to **jump**, **land**, **move** and **balance**.

**Music**: During the Summer Term, we will **play** and **perform** using our **voices** and musical **instruments** with **increasing** **confidence** and **accuracy**! We will also look at how to **improvise** and **compose** for a range of purposes.

Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic, Acoustic music

**Art**: We’ll be looking at **Tie** **Dye** – focusing on the artwork of **Poppy** **Treffry**. The children will **research**, **explore** and **discuss** the artist and then use this to **create** an **inspired** piece of their own artwork – learning the necessary skills to **dye**, **cut**, **join** and **finish**!

pattern, line, texture, colour, shape, stuffing, thread, needle, textiles, decoration, fabric, weave

**RE**: In Summer Term 1 we will explore the question, ‘**Hoes does faith help people when life gets hard?’** In Summer 2, we answer, ‘**What matters most to Humanist Christians?**’

life, death, ‘big questions’, scripture, concept, secular/non-religious, ceremony, prayer, liturgies, hymn, afterlife

une lemonade, une eau minérale, un jus d’orange, un verre de coca, un chocolat chaud, un café un café au lait, une tasse de thé ,un paquet de chips, une portion de frites, une glace au chocolat

**French**: We’ll be enjoying, ‘**Monter un cafe**’ and ‘**Quoi de neuf**! The children will explore **food and drink**, **ordering**, checking **prices** and **requesting**. Our French learning then explores **tv** **programmes**, **time** and responding to **questions**!

**Design** and **Technology**: We will be **designing, making** and **evaluating** a **decorate piece** for a local festival.We will also look at **cooking** for an event or **guests –** thinkingabout **savoury snacks** and **healthy diets.**

Intolerance , Allergy, Nutrition, Grams/Kilograms, Millilitre/Litre, temperature, Celsius Hygiene, Utensils, Texture, vegan sustainable

Spreadsheet, Solution, Logic, Prediction, Sequence, Steps, simulation, decomposition, generalization, abstraction, evaluation, animation

**Computing**: Over the course of the term, we will focus on how do **design**, **write** and **debug** programs in order to achieve **specific** **goals**. We then move on to look at **solving** **problems** using **coding** **programmes** that we will **design** and **make**!

**PSHE:** This term we will explore the benefits of living in a **diverse** **community**, learning about basic **first**-**aid** and the principles of **enterprise**. We also look at **SRE** including personal **hygiene**, **behaviour** and **emotions**. Finally, we think about the **principles** and **values** of **charity** work.

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| diversity, diverse, community, physical, mental, injury, economy, economic wellbeing, enterprise, profit, loss, charity |

