



# Beech Class

In our class this term we will be learning:

English	<ul style="list-style-type: none"> <li>• Grammar will cover plural and possessive 's', apostrophe for possession, expanded noun phrases and use of paragraphs to organise writing. In addition, year 5's will use devices to organise ideas within paragraphs and to link paragraphs.</li> <li>• In writing the children will cover, recounts, non-chronological reports, informal letter writing, story writing, reviews and descriptive writing.</li> <li>• Spellings will focus on the statutory expectations for each year group as well as specific rules and patterns taught in daily spelling lessons.</li> <li>• Reading and reading comprehension will be both individual (as required) and whole class reading activities and texts, covering the skills needed to decode, interpret and predict.</li> <li>• Handwriting will regularly teach fluency, consistency and quality, in line with the Bournebrook policy.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Comparing numbers and rounding to the nearest 10, 100 and 1000</li> <li>• Addition and subtraction of three and four-digit numbers using mental and written strategies</li> <li>• Times tables (6x and 9x) and divisibility rules</li> <li>• Multiplying three and four-digit numbers by a one-digit number</li> <li>• Divide two and three-digit numbers</li> <li>• Finding fractions of amounts</li> <li>• Identify equivalent fractions and comparing and ordering fractions</li> <li>• Classify angles as obtuse, acute and reflex and angles around a point</li> <li>• Understand the properties of 2D shapes including a range of triangles</li> <li>• Convert a range of measures</li> <li>• Tell and write the time to the nearest minute and calculate time intervals</li> <li>• Use bar graphs</li> <li>• Multiplying and dividing whole numbers and decimals by 10, 100 and 1000</li> </ul>
RE	<ul style="list-style-type: none"> <li>• RE will follow the new Warwickshire agreed syllabus – details to follow</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• The Bournebrook way – reinforcing our Key values</li> <li>• Protective behaviours, in accordance to the year group expectations</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Tag Rugby / Football</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Observational drawing and photography in the surrounding area</li> <li>• Perspective and line drawing</li> <li>• Mixed media final pieces</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Listening and following rhythmic patterns</li> <li>• Simple notation, including graphic scores</li> <li>• Layers of sound including ostinato</li> <li>• Perform and evaluate</li> </ul>

Technology	No technology this term
History / Geography	<ul style="list-style-type: none"> <li>• Learn how to read an OS map including symbols and four and six-figure grid references</li> <li>• Undertake fieldwork in the local area and interpret their findings</li> <li>• investigate and map coastal areas and rock types</li> <li>• Investigate the formation of caves, arches, stacks and blowholes investigate coastal erosion and management on different coasts</li> <li>• investigate human impact of coastal management for different people / stakeholders</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Understand safe practice for using the internet</li> <li>• Consider what is safe and not safe to share online.</li> <li>• Know a range of ways to report concerns about content and contact.</li> <li>• Use Scratch to create a virtual pet.</li> <li>• Use programming blocks to initiate actions with different inputs.</li> <li>• Program a range of outcomes using programming blocks.</li> <li>• Debug and adapt their programming.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• To find out how electricity is generated.</li> <li>• Identify electrical devices and the type of electricity they use.</li> <li>• Identify complete and incomplete circuits.</li> <li>• Identify and sort materials into conductors and insulators.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> <li>• Explain how a switch works and why they are needed.</li> <li>• Observe and explain the effect of differing volts in a circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Research famous electrical scientists.</li> <li>• Design and make a circuit to meet challenge criteria.</li> </ul>

Children will need to have their PE kits in school on Tuesdays and Wednesdays.

Children can bring in water bottles and should refill them with fresh water each day.

Maths homework will be set on a Tuesday and must be completed by the following Monday.

Children should be reading every evening, and completing their reading journals in line with the guidance given. Journals will need to come into school with the reading books every day, in order to be checked and signed.