Summer Term Oak Class

English

Persuasive advert – Visit Egypt/Visit St Ives

- Direct address
- 'Deals and bargains'
- Alliteration
- Assonance
- Repetition
- Lists – triple
- Facts and statistics
- Emotive language
- Rhetorical questions

Egyptian Cinderella

- Direct speech and inverted commas
- Adverbs and adverbials of manner (character emotion)
- Subordinating conjunctions (characters performing actions)
- Colloquial language and speech
- Informal discourse markers
- Contractions – informality

We are reading…

KATHERINE RUNDELL

THE EXPLORER

'A very exciting adventure story – I loved it'
Jacqueline Wilson

Maths

Y5&6
Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for twodigit numbers
• multiply and divide numbers mentally drawing upon known facts
• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
• identify, name and write equivalent
fractions of a given fraction, represented visually, including tenths and hundredths
• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
• compare and order fractions whose denominators are all multiples of the same number.
• add and subtract fractions with the same denominator and denominators that are multiples of the same number
• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents

Y3&4
• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects write and calculate mathematical statements for
• multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
• recognise and use factor pairs and commutativity in mental calculations
• multiply two-digit and three-digit numbers by a one-digit number using formal written layout measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
• Convert between different units of measure [for example, kilometre to metre; hour to minute]
• estimate, compare and calculate different measures

Science

Enquiry Questions:
What is sound?

UKS2

1. How does sound travel?
2. How do we hear things?
3. How are different sounds made?
4. Why do sounds have different pitch? TAPS assessment.
5. Can you hear me?

LKS2

1. Identify how sounds are made, associating some of them with something vibrating.
2. Recognise that vibrations from sounds travel through a medium to the ear.
3. Find patterns between the pitch of a sound and features of the object that produced it.
4. Find patterns between the volume of a sound and the strength of its vibrations.
5. Recognise that sounds get fainter as the distance from the sound source increases.

Art

Sculpture – soap carving

- Key artist link – Barbara Hepworth

History

- **What made the Ancient Egyptian civilisation significant?**
- So, you think you know about Ancient Egypt?
- How can we discover what Ancient Egypt was like over 5,000 years ago?
- So, who did build the pyramids?
- What can an old clay model tell us about the in Ancient Egypt 5,000 years ago?
- How were the dead treated in Ancient Egypt?
- What did Ancient Egypt have in common with other civilisations of the time?

DT

Food, cooking and nutrition

Gan Kernow! How can we make a traditional Cornish afternoon tea?

Geography

Why do people visit St Ives?

- What type of settlement is it?
- Why does a settlement change?
- How has St Ives Changed?
- How can I find out why people visit St Ives?
- Fieldwork
- Why do people visit St Ives?

PSHE

SCARF

Keeping myself safe
- Alcohol and cigarettes: the facts
- None of your business
- Danger, risk or hazard?
- Picture Wise
- Spot bullying
- Think before you click
- Traffic lights
- To share or not to share?

French

How much is enough?
- Favourite French Foods
- Regional French Food
- Monsieur Mangetout's French food week
- Shopping in France – how much?
- French detectives in the kitchen

RE

For Christians, what kind of a king was Jesus?
Kingdom of God
- Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world.
- Introduce the idea of Jesus as a different kind of king by reading about his 'temptation in the wilderness'
- Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven.
- Compare pupils' ideas about a better world (above) to the picture they get from their studies about what kind of world Jesus wanted.
- Address the key question: for Christians, what kind of king is Jesus?