

SUMMER TERM - 2026

English



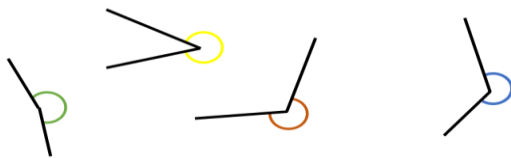
Writing to Persuade

<p>Structure</p> <p>Introduction Grab the reader's attention and clearly state your opinion.</p> <p>Main Body Paragraphs Give reasons for your opinions and explain these in detail.</p> <p>Conclusion Remind the reader of your opinion and leave them with something to think about.</p>	<p>Persuasive Language</p> <p>Model Verbs (must, will, should)</p> <p>Model Adverbs (definitely, absolutely, certainly)</p> <p>Evaluative Language (incredible, outstanding, awful, revolting)</p> <p>Persuasive Devices Tell a personal story. Give an expert's opinion. Include statistics. Ask rhetorical questions. Use repetition.</p>	<p>Sentence Starters</p> <p>First, let's talk about... Another important point worth considering... Apparently, some people don't know that... Yet another incredible thing about... Finally, and most importantly... Best/Worst of all...</p> <p>Powerful Statements</p> <p>Just think about it! It's out of this world! We can't let this go on! We must stop this road! You know I'm right!</p> <p>Remember:</p> <p>Consider your audience. Make your opinion clear. Use a strong verb. Give reasons for your opinion. Check your spelling and punctuation.</p>
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Writing Focus

Picasso will begin by using this term's class reader, 'Freedom', for their writing stimulus. Then, they will be focusing their writing skills on producing informative and persuasive writing from their Maafa -History - learning. Finally, the **Key Stage 2 Production**, will allow them to have the opportunity to perform, showing their understanding through intonation, tone, volume and action so that the meaning is clear to their audience. Dramatically, they will be able to develop and express their vocabulary, language and communication skills.

Maths

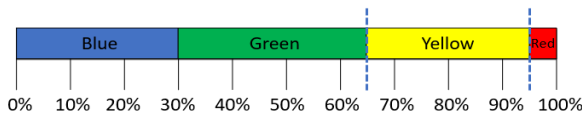


All of the angles are larger than a straight line.

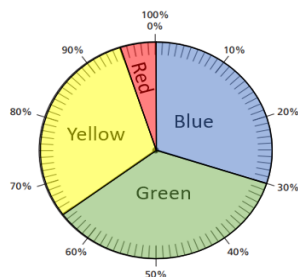
All of the angles are greater than 180°

Angles greater than 180° are called **reflex** angles.

Children were asked to vote for their favourite colour.



Complete the pie chart to represent the data.

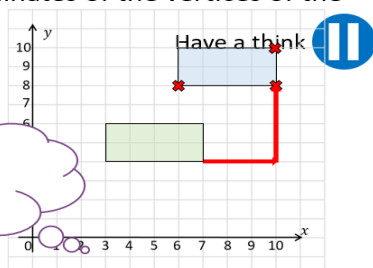


A rectangle is translated 3 squares right and 4 squares up.

The coordinates of three of the four vertices of the translated rectangle are (6, 8), (10, 8) and (10, 10).

Find the four coordinates of the vertices of the original rectangle.

(3, 4), (7, 4),
(7, 6) and (3, 6)



Is there another method?

Year 5

Properties of Shape

- Identify, compare and order angles.
- Measure angles in degrees using a protractor.
- Drawing lines and angles accurately.
- Calculating angles on a straight line and angles around a point.
- Calculating lengths and angles in regular and irregular polygons.

Position and Direction

- Plot and problem solve with coordinates
- Translation with coordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

Statistics

- Read and interpret line graphs
- Draw line graphs
- Read and interpret tables and timetables

Year 6

Position and Direction

- Read and plot points in 4 quadrants
- Translation
- Reflection

Ratio

- Ratio and fractions
- Scale drawing
- Use scale factors
- Similar shapes
- Ratio problems

Themed projects and NRich problem solving

• The projects provide an opportunity for some to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.

• Additionally, using Nrich problems - Cambridge University - to explain and justify their mathematical thinking and solve a wide variety of mathematical problems.

Science



labrador



poodle



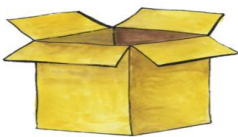
labradoodle



Evolution and Inheritance

- Picasso will discuss what fossils are, revisit how they form and learn about the fossil record before classifying fossils, using what they have learned about the features of living things.
- We will discuss the theory of evolution and the scientists who founded it in the 19th century, Charles Darwin and Alfred Russell Wallace, learning that all living things on Earth are related and have gradually changed over time.
- We will learn that fossils and the DNA of extinct and living things provide evidence for the theory of evolution and then study a scientific diagram called an evolutionary tree, identifying the relationships between past and present-day living things.
- Picasso will learn the meaning of the terms 'inheritance' and 'variation' and how evolution relies on them. They will discuss examples of inherited and non-inherited features and continuous and discontinuous variation within humans before collecting and displaying class data about eye colour as a bar chart and heights as a line graph.
- We will revisit the meaning of 'adaptation' and use new scientific terminology, including 'natural selection' and 'survival of the fittest'. They will learn about adaptation in plants, including structural, behavioural and chemical adaptations, and then investigate the leaves of trimmed and untrimmed holly plants, observing how holly plants can adapt to become spikier to survive.

RE



REVELATION



Our Big Question for the first half-term is **'What does the Qur'an reveal to Muslims about Allah and his guidance?'**

The second part of the term our Big Question is **'What does it mean if God is holy and loving?'**

Computing - Information Technology



Year 5 - Coding Scratch – Quizzes

- Use logical reasoning to explain how some algorithms work and to detect and correct errors in programs

Year 6 - Coding - Micro: bits

- The children will bring together elements of all four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – Spring A) using Micro: bits.

History

MAAFA

A Swahili word meaning 'great catastrophe'. The name Maafa is used to describe the African Holocaust and the history and effects of the transatlantic slave trade.



- Picasso will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years.
- We will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader.
- We will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade.
- We will learn about the causes and consequences of the abolition of slavery in the 19th century and the European colonisation in Africa.
- We will explore the lives and actions of black people in 20th century Britain. Understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today.
- Picasso will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.

PE



Tuesday – Outdoor PE kit needed.

First half-term – **Netball** to continue to develop the playing of games in groups; an understanding of game principles and space related to attack and defence. Second half-term – **Athletic Challenges – Decathlon** to refine and further develop a variety of running, jumping and throwing techniques.

Art



Shadow Puppets

The aim of this project is to introduce pupils to the art of paper cutting, and understand how it can be used and adapted to create shadow puppets.

Picasso will explore shadow puppets from a historical and contemporary perspective before making their own puppets, exploring line, shape, form and character.

French



Ma Famille

- Tell somebody the members, names and ages of either their own or a fictional family in French;
- Continue to count in French enabling students to say the age of various family members;
- Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French;
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).



Au salon de thé (At the tea room)

- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.
- To understand better how to change a singular noun to plural form.

Perform a short role-play ordering what they would like to eat and drink.

PSHE



Myself & My Relationships - Managing Change

- What positive and negative changes might people experience?
- How do people's emotions evolve over time as they experience loss and change?
- How can I manage the changing influences and pressures on my friendships and relationships?
- What different strategies do people use to manage feelings linked to loss and change and how can I help?
- How might people whose families change feel?
- When might change lead to positive outcomes for people?
- What positive and negative changes have I experienced and how have these experiences affected me?
- What strategies will help me to thrive when I move to my next school?

'Healthy & Safer Lifestyles: Relationships & Sex Education'.

An email will be sent out later this term, before teaching commences, detailing the full content of this unit of learning. If you have any questions, please do not hesitate to ask.