



Bamford Academy Curriculum Overview

Unit 4 Summer Term

Class 9 (Woodpeckers) - Mrs. Hunter
Class 10 (Owls) - Miss Griffiths
Class 11 (Eagles) - Mr. Stanley

Contact Details

Should you have a query, or need to contact school, please use the details below.

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IMPORTANT DAYS TO REMEMBER

Snack Bar Days

Class 9 Thursday

Class 10 Tuesday

Class 11 Friday



Important Dates This Half Term

Bank Holiday Monday 1st May 2017

SATS Week - w/b 8th May 2017

Break up for Half Term - Friday 26th May 2017

Return to school (Summer Term 2) - Monday 12th June 2017

Book Changing Day

Please ensure that your child brings their reading book to school each day. Your child's book will be changed on a set day each week. Please ensure their organiser is signed after each

reading and make any notes about how s/he has read. Your child's class teacher will read and take account of your comments when changing their reading book.

Key Skills and Knowledge

... (or) - **PE (Outdoor)** - Ch

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... properly for games.



... team skills by s good for their ed to prepare

RE: To compare religious beliefs and practices in different cultures and compare these to our own beliefs. To develop tolerance of other faiths.

1. Why did the Romans Invade Britain?
2. When was the Roman Empire?
3. How big did the Roman Empire get?

Spanish



This term the children will be learning the vocabulary to order food in a restaurant. They will also practice numbers and use the Euro.

Homework

Each week your child will be set a piece of English and a piece of Maths Homework. These will be set on a Friday and will be due in on a Tuesday. As well as this, your child is expected to read at least 3 times a week to you with a record of this being made in your child's organiser. Children must have evidence of reading so their book can be changed.

PE

Your child will be expected to participate in two PE sessions per week. Could you please ensure that they have the correct kit in school all week as sessions may change due to hall demands, weather etc. In the very unlikely circumstance that your child is unable to take part in their PE lesson, a written note is required in your child's organiser. Thank you.

	Reading	Writing	ICT	Maths
Year 5	<p><u>To combine our reading and writing work we shall be studying Poems from other cultures and Information Texts, applying our understanding to our own work. (Year 5 and 6)</u></p> <p><u>Poems From Other Cultures</u> To. use inference and deduction To look for meaning beyond the literal finding evidence to support opinions</p>	<p><u>Spelling:</u> To use a range of appropriate strategies to edit, proofread and correct spelling in own work.</p> <p><u>Grammar and Punctuation:</u> To identify the use and effect of specialist vocabulary to create a formal style and an effect in poems and non fiction To identify words associated with reason, persuasion, argument, explanation, instruction and description</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Use negative numbers in context, and calculate intervals across zero</p>
Year 6	<p>To explore how poetry provides information about other cultures To make connections between different parts of a text (for example, how the mood of a poem changes)</p> <p><u>Information Texts</u> To compare non-fiction texts and their language, as a cross over between writing skills. To scan texts to find information and to obtain specific information through detailed reading To use organisational features and systems to find texts and information To explore Poems and Information Texts as presented in a range of different texts, on paper and on screen and to use inference and deduction to respond to questions about texts. To identify the use and effect of specialist vocabulary and how a text is designed to have an effect on the reader.</p>	<p>To recognise phrases and sentences that convey a formal, impersonal tone d. identify links between ideas and sentences in non-chronological writing e. understand the structural and organisational features of different types of text [for example, paragraphing, subheadings, links in hypertext] f. evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons]</p> <p>To use a range of punctuation accurately To understand how to use a range of prefixes and suffixes To consolidate word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles To explore the grammar of complex sentences, including clauses, phrases and connectives</p> <p><u>Composition:</u> To write an effective Poem text selecting language, form, format and content to suit a particular audience and purpose. To write their own short Information Text using paragraphs to structure and a range of techniques to interest the reader To select words and language drawing on their knowledge of literary features and formal and informal writing.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>	<p>Solve number and practical problems that involve number, place value and rounding Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division Develop fluency in using money expressed in £, converting to p when necessary Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the four operations <i>and using brackets</i></p> <p>Multiply and divide simple pairs of proper fractions, writing the answer in its simplest form Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $\frac{1}{5}$ of a mass is 150g, then the whole mass is $150 \times 5 = 750g$ Use symbols and letters to represent variables and unknowns in mathematical situations Express missing number problems algebraically e.g. <i>I'm thinking of a number; I double it and subtract 12 from the result; the answer is 60; what was my number? ($2x-12=60$, so $2x=72$, so $x=36$)</i> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time to solve problems Solve problems associated with perimeters and areas</p> <p>Recognise when it is possible to use formulae for area and volume of shapes Solve problems involving the calculation and conversion of units of measure, using decimal notation Understand and interpret data in line graphs, bar charts and pie charts and calculate averages</p>