



**Bamford Academy
Curriculum Overview**

Unit 4

Spring Term 2 - International and Habitats



**Class 9 – Mrs Hunter
Class 10 – Miss Griffiths
Class 11 – 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

2nd March - World Book Day

9th March - Bamford's Got Talent!

24th March -International Evening

31st March - Egg and Bonnet Competition

31st March - Break up for Easter holidays

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.



This half term's prime learning challenge is:

International and Habitats

To complete this challenge we will answer the following questions:

- What is a living organism?
- What is a habitat?
- What living organisms are there in the rainforest?
- Where are the habitats of the animals in the rainforest?

How does the rainforest habitat suit different animals?

We will also recap our learning about the culture of South America in preparation for International Evening.

Spanish



We will be learning how to say and recognize weather phrases in Spanish by carrying out conversations in pairs and in groups. We will also continue to work on numbers 20-13.

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.

Key Skills and Knowledge

During this half term the following skills will be studied:

PE - (Outdoor) - Developing throwing, catching and tactical skills for ball games such as tennis. Develop athletics skills of running and throwing and catching with developing accuracy. Show developing sense of space and understanding of complex rules for games.

RE - To look at the idea of British values and discuss the impact these have on society.

P4C - PSHE - This half term we will be developing our philosophy skills. We will be learning how to structure a debate and how to express opinions saying whether we agree or disagree with what others have said.

Geography - To describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.

Music - Music Appreciation - Listen with attention to detail how the musical elements are organized in music from other cultures and times to communicate mood, identifying instruments used. To sing in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

Science - In science we will be learning about water and we will be investigating water hardness. We will learn about Habitats and how living things can be grouped according to observable features. We will look at features of a habitat within the rainforest and identify animal habitats in each layer.

We will also be continuing to develop our ability to plan and carry out a fair test and explain our results verbally and in writing.

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 organizer. Thank you.

	Reading	Writing	ICT	Maths
Y5	<p>To combine our reading and writing work we shall be studying poetry and stories, including narrative written by famous authors, and applying our understanding to our own work. (Year 5 and 6)</p> <p>To increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction, and books from other cultures, traditions and times.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Spelling: Taken from Read, Write Inc Spelling Use further prefixes and suffixes and understand the guidelines for adding them Spell some words with 'silent' letters: e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused</p> <p>Grammar and Punctuation: To continue to develop relative clauses beginning with who, which, where, why or whose and subordinate clauses accurately in complex sentences to add description. To use commas to clarify meaning or avoid ambiguity in writing. Develop cohesion of a text through using appropriate connectives and to use adverbials to develop narratives and link paragraphs Correct use of semi colons, colons and brackets, dashes or commas to indicate parenthesis</p> <p>Composition: To plan their writing by considering how authors have developed characters and settings, selecting the appropriate form and using other similar texts as models for their own writing.</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Software -</p> <p>To explore further ways to use technology safely, respectfully and responsibly and to recognise acceptable and unacceptable behaviour.</p> <p>To choose s from a range of available programs to achieve particular goals. E.g. which image editors and presentation software to use when making a presentation; which image and audio editors to use when creating media content.</p> <p>To use search technologies effectively and understand that digital content can vary in reliability.</p>	<p>To continue to develop addition, subtraction, multiplication and division arithmetic methods. Identify 3-D shapes, from 2-D representations Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles. Estimate and compare acute, obtuse and reflex angles Identify the position of a shape following a reflection or translation Convert between different units of measure Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of squares and rectangles and estimate the area of irregular shapes</p> <p>To continue to develop addition, subtraction, multiplication and division arithmetic methods. Use, read, write and convert between standard units, using decimal notation to three decimal places</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles, Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places. Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>
Y6	<p>To inference characters' feelings, thoughts and motives from their actions, and justify with evidence To discuss how authors use language, including figurative language, in the books they read, and considering the impact on the reader.</p>			

