

Etal Class Overview – Summer 2 2025

Subject	What we will learn this half term	
English	<p>Our class focus this term is Hatshepsut – Great Women who made a difference – we will be looking at her life and writing a Biography. We will also look at Varmints – Based on a short film by Marc Craste</p> <p>This half term we will produce a range of writing including:</p> <ul style="list-style-type: none"> • Free write • Biography • Narrative 	
Maths	<p>Position and direction</p> <ul style="list-style-type: none"> • Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines. <p>Decimals</p> <ul style="list-style-type: none"> • Use known facts to add and subtract decimals within 1 • Complements to 1 • Add and subtract decimals across 1 • Add decimals with the same number of decimal places • Subtract decimals with the same number of decimal places • Add decimals with different numbers of decimal places • Step 7 Subtract decimals with different numbers of decimal places • Efficient strategies for adding and subtracting decimals • Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals – missing values <p>Negative numbers</p>	<p>Position and direction</p> <ul style="list-style-type: none"> • The first quadrant • Read and plot points in the 4 quadrants • Solve problems with coordinates • Translations • Reflections <p>Themed projects, consolidation and problem solving.</p> <ul style="list-style-type: none"> • White Rose Bakery • White Rose Tours

	<ul style="list-style-type: none"> • Understand negative numbers • Count through zero in 1s • Count through zero in multiples • Compare and order negative numbers • Find the difference <p>Volume</p> <ul style="list-style-type: none"> • Cubic centimetres • Compare volume • Estimate volume • Estimate capacity 	
Science	<p>Plants and Reproduction – including mammals</p> <ul style="list-style-type: none"> • Sexual reproduction in mammals • Reproductive parts in plants • Pollination • Asexual reproduction 	
Humanities (History & Geography)	<p>Changes to Blythe and the UK – Alnmouth Study</p> <ul style="list-style-type: none"> • Know that Blythe is an area in Northumberland which is in England, which is on the continent of Europe. • Know that the United Kingdom is made up of four smaller countries: England, Wales, Scotland and Northern Ireland. In the past these were all separate countries • Know that London is the capital city of England and of the UK • Know that Northern Ireland is part of an island to the west of the UK. Know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK • Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean <p>Understand how the mines changed the landscapes.</p> <ul style="list-style-type: none"> • How has the outline and the landscape changed in Alnmouth? • Investigate the river and how its path has changed in time and why. • Coastal erosion and the effects on the coast and surrounding areas. 	
Art & D&T	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. 	

	<ul style="list-style-type: none"> • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.
RE	<p>U2.10 What matters most to Humanists and Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in <p>Understand the impact:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views <p>Make connections:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)
PSHE	<p>Family and friends and relationships</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Families and close positive relationships.</p> <p>Roles of people, different families, who to speak to if we are worried</p> <p>Committed relationships, marriage, civil partnership. recognise when a family relationship makes you feel unhappy or unsafe.</p> <p>RSE – Extra sessions for year 6</p>
PE	<p>We will have PE with NUFC on a Thursday- children should come to school in their PE kit on those days.</p> <p>Each year groups will have a separate full hour of NUFC while the other class complete a maths session</p>

	We will also run the daily mile every afternoon!
Computing	<p><u>Creating media - Introduction to vector graphics</u></p> <ul style="list-style-type: none"> • Drawing tools - Learners are introduced to vector drawings and begin to understand that they are made up of simple shapes and lines. They use the shape tools in the chosen software to create their own vector drawings. Learners discuss how vector drawings differ from paper-based drawings. • Creating Images - Learners begin to identify the shapes that are used to make vector drawings. They are able to explain that each element of a vector drawing is called an object. Learners create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time. • Making effective drawings - Learners increase the complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawings. Learners also use tools to modify objects to create a new image. • Layers and objects - Learners gain an understanding of layers and how they are used in vector drawings. They discover that each object is built on a new layer and that these layers can be moved forwards and backwards to create effective vector drawings. • Manipulating objects - Learners find out how to select and duplicate multiple objects at a single time. They develop this skill further by learning how to group multiple objects to make them easier to work with. Learners then use this knowledge to group and ungroup objects, in order to make changes to and develop their vector drawings.
Music	N/A
French	<p>En classe</p> <p>In the classroom</p> <p>In my French house</p>
Year 5 Residential	Year 5 will be attending Ford Castle PGL residential
Year 6 Residential	Year 6 will be going to London

As last half term was a very short one with Year 6 SAT's in the middle we have decided to continue with some of the topics from last half term for the summer. So you will see that some of the areas are the same.

Notices

Homework is set on Thursday for pupils to be completed online by the following Thursday. Homework diaries should be signed each week by a parent or guardian and pupils are expected to record independent reading in their homework diaries. Planners are taken in every Friday to be stamped.

Useful Links

Maths:

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years>

<https://play.prodigygame.com/>

<https://play.ttrockstars.com/ttrs/dashboard>

timestables.co.uk

SAT's companion

English:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.spellingshed.com/en-gb/index.html>

[ReadTheory | Free Reading Comprehension Practice for Students and Teachers](#)

SAT's Companion