

# Cosgrove Village Primary School

## Mathematics:

The children will continue to utilise concrete, pictorial and abstract approaches to ensure their depth of understanding.

**Year 4-** The children will explore money and problems applying money knowledge. They will also explore statistics, looking at a variety of ways of recording data including graphs. They will also look at the measure of time, seconds, minutes, hours, days, months, years. Understanding how to tell the time and solving problems applying their time knowledge.

**Year 5-** The children will explore decimals and percentages, algebra and ratio, converting units of measure, position and direction and properties of shape. They will solve relevant problems to apply the knowledge they have acquired.

**Year 6-** The children will complete Maths revision work for SATs on gaps identified up until the exams in May, following this we will complete Maths work in preparation for transition to secondary school.

## Science: Separating Solutions

Children will learn that solutions cannot be separated by filtering because the particles have spread out and are not in clumps that can be blocked by a sieve. Children investigate the best place to put a cup of salt solution so that the water evaporates most quickly. They choose 4 locations and measure the amount of water in each container over the course of 7 days. They transfer their results to a line graph and use this to answer the question.

Children will learn that when a solute dissolves in a solvent to create a solution, its particles spread out so that they can no longer be seen or retrieved by filtering. They investigate whether sand, sugar, salt, flour or iron filings will dissolve in water. They record their results in a table and then display them in a single-set Venn diagram. They consider how they could separate the mixtures and solutions.

Children will learn about 6 different methods for separating solutions - picking out by hand, decanting, sieving, filtering, using a magnet, and evaporation. They consider 6 different mixtures / solutions and discuss the best way to separate each. They attempt to separate them using their chosen method. They discuss whether their method worked and why.

Children will learn that some physical changes are readily reversible (such as freezing and melting), while some are not (such as burning, because new substances have been produced). They examine 11 different physical changes of materials. They identify whether they can be easily reversed and explain how or why.

In addition they will learn about erosion and the water cycle.

## Art, Design & Technology:

The children will create art inspired by coastlines, using a variety of media. They will also use digital media to take and edit photos of shells, creating POP art style images. They will use wood work skills to design and create a fishing rod game and complete sculpture work using sand and painted pebbles. We will end with a whole class piece using a mosaic inspired approach.

## Physical Education

**PE Indoor:** Swimming

**PE Outdoor:** Athletics

# Sail Away Ignis Class

## Computing

We will use a range of programs to support learning in the classroom and to present work in a variety of ways.

We will consolidate basic computing skills such as logging in, using a word processor, using a search engine and how to use a publishing program. In addition, we will reiew how to be e-safe online and using technology respectfully. We will also use ipads and digital media apps to take and edit photos. Create videos using apps.

## English – Reading, Writing, Spelling, Punctuation and Grammar

We will explore non-fiction text and webpages all about Hunstanton, how it is similar and different to Milton Keynes, using this information we will create tourism leaflets about Hunstanton and include some Science work based on erosion.

We will also read all about Grace Darling and her daring sea rescue, what made her put her line on the line for others and how she became famous. We will write a character description of her and write a narrative based on her rescue. We will use our creative writing skills and 'Write Stuff' approach.

We will also research how we stay safe by the coast now and the role the RNLI play in ensuring all people stay safe at sea. The children will create information posters about the RNLI.

In addition, we will look at plastics as a problem in our oceans! The children will look at this global issue, what is being done and what more can be done to sort the problem out. We will then write persuasive texts about keeping our oceans plastic free.

We will end our topic by looking at the Michael Morpurgo narrative 'Kensuke's Kingdom' we will explore the concept of being marooned, using this to inspire a setting description of the island and first person diary entries.

We will complete 'Book Talk' comprehension sessions and activities to develop comprehension skills and to teach reading focuses.

We will have weekly spelling, grammar and punctuation focuses both in literacy lessons and in our Assertive Mentoring spelling sessions in order to improve our skills and apply them in our writing sessions.

## History and Geography

We will study how land is used, looking at what jobs and industry exist in Milton Keynes and comparing that to Hunstanton. We will use mapping skills do look at where in the world Milton Keynes is and where Hunstanton is. Explore the geographical features they have and compare and contrast them. We will look at living conditions in Milton Keynes and Hunstanton.

We will also look at the history of Grace Darling and the RNLI in detail as part of our Literacy work.

We will look at the global location of seas and oceans and how much of the world is covered by water. Why the oceans are important to animals and humans. We will also look at where in the world the island from Kensuke's Kingdom is.

The children will complete orienteering and survival skills work on their residential.

## Religious Education: Milestones and Meaning: How does Bar/Bat Mitzvah affect the life of a Jewish child and their family?

This unit enables pupils to consider the preparations and rituals associated with Bar/Bat Mitzvah and other religious ceremonies of initiation. The focus is on the preparation and the impact that such ceremonies have on the lives of children and their families. Pupils will engage in activities that will allow them to begin to understand why people want to take part in ceremonies of initiation and the responsibilities that follow making a commitment to a faith. Pupils will be encouraged to think for themselves about questions to do with commitment and responsibility. Pupils are encouraged to consider what can be learned from the ceremonies that mark special milestones in people's lives, with examples and teaching referring to their own experiences, beliefs and values.

## Jigsaw PHSE and British Values Education:

**Changing Me:** We will be increasing our awareness of our own self-image and how our body image fits into that. We will also discuss how our bodies change during puberty and the children will complete age appropriate work on human reproduction. They will also reflect on how they have learned, grown and changed over the year and what they will look forward to about next year.

Continue exploring Growth Mindset work.

## Music:

The music specialist will be planning and delivering weekly music sessions to the children which will include, singing and the use of musical instruments.