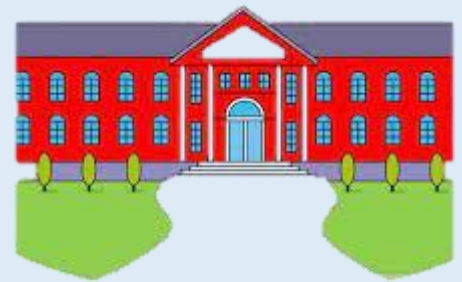
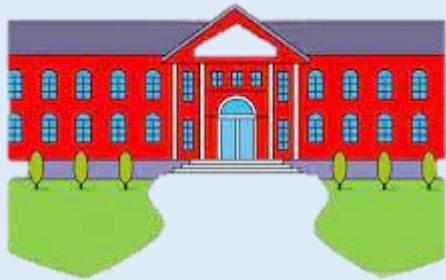


This is Me — Moving On!

Curriculum Information for Parents

What will my child be learning?
How can I support them at home?



Our new curriculum

At Joseph Turner Primary School, we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe that the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful. This enriches the education experiences of all children in our school to ensure that they become lifelong learners.

Through our exciting, stimulating and creative curriculum, we aim for every child to enjoy learning and gain knowledge, skills and attributes which will enable them to lead happy, fulfilling and successful lives in the future. We live in an ever-changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We take every opportunity to enrich the curriculum with outside providers, trips and visits, celebration days, whole school themed weeks and extra-curricular opportunities (e.g. book club, dance club and cooking club). This gives context to learning and also shows our pupils that education is relevant, fun and worthwhile.

Summer Term – This is Me – Moving On!

This topic focuses around transition and change. Children will look at the how to prepare for the changes they will experience and understand how to ensure they are ready for this.

Key Vocabulary

change	sustainability	mean
resilience	hydro-electric	average
resources	circulatory	angles
renewable	system	charts
non-renewable	life cycle	quadrilateral

Summer Term – This is Me – Moving On!

English and Maths

English

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Proofread for spelling and punctuation errors
- Use a wide range of devices to build cohesion across paragraphs

Maths:

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- solve problems which require answers to be rounded to specified degrees of accuracy
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

COMPUTING

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

ART AND DESIGN

- To learn about great artists, architects and designers in history
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

SCIENCE

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

DESIGN AND TECHNOLOGY

Design

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Understand how key events and individuals in design and technology have helped shape the world.

GEOGRAPHY

- describe and understand key aspects of: human geography, including:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Stage 6 Spellings



Each week, children have a word list based on a spelling rule relevant to their age and ability. In school, the children will have a lesson introducing the spelling rule and will complete activities to support their spelling.

As a school, we have signed up to Spelling Shed. This is a game-like format (similar to Tackling Tables) that helps builds your child's confidence in practising their spellings at home. We will assign the relevant word lists weekly for the children. Please encourage them to practise at least 3 times per week at home. If you need a login for your child, please speak to the class teacher.



Summer I Spelling Lists

<u>Test Date</u>	<u>Focus</u>	<u>Spellings</u>				
19.4.24	Words with unstressed vowel sounds	explanatory	environment	secretary	jewellery	poisonous
		company	desperate	definitely	reference	Temperature
26.4.24	Words with 'cial' /shul after a vowel	antisocial	official	superficial	special	artificial
		social	racial	crucial	facial	beneficial
3.5.24	Words with 'tial' / shul	influential	martial	spatial	partial	confidential
		essential	substantial	potential	sequential	torrential
10.5.24	Words beginning with 'acc'	accompany	accommodate	access	accuse	accost
		accrue	accuracy	accomplish	accumulate	accentuate
17.5.24	Words with the suffix '-ably'	changeably	noticeably	dependably	comfortably	reasonably
		adorably	valuably	believably	considerably	tolerably
23.5.24	Words with the suffix '-ible'	reversible	incredible	possible	horrible	terrible
		responsibly	legible	forcible	sensible	visible
7.6.24	Words with the suffix '-ibly'	reversibly	responsibly	possibly	horribly	terribly
		visibly	incredibly	sensibly	forcibly	legibly

