

Welcome to the Jungle!

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. This gives context to learning and also shows our pupils that education is relevant, fun and worthwhile.

Spring Term – Welcome to the Jungle

This topic focuses around the Amazon Rainforest, as a significant ecosystem on our planet and the Maya as a significant civilisation. Children will look at the history and geography of the region alongside exploring artists who take inspiration on the rainforest and creating their own work.

Key Vocabulary

rainforest	algebra	inheritance
ecosystem	ratio	evolution
Maya	hyphens	habitat
hieroglyphics	colon	characteristics

Spring – Welcome to the Jungle English and Maths

English

- Using hyphens to avoid ambiguity
- 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:

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

COMPUTING

- Select, use and combine a range of programs on multiple devices
- Demonstrate that they can act responsibly when using the Internet

ART AND DESIGN

- To create sketch books to record their observations and use them to review and revisit ideas
- 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.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- 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
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

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.

HISTORY

- To have a chronologically secure knowledge and understanding of British, local and world history,
- To establish clear narratives within and across the periods they study
- To identify and note connections, contrasts and trends over time
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

How Can I Help at Home?

Activities you can do at home to help your child with the curriculum. Please upload your activities onto Seesaw.

Spellings

Spellings will be taken home with your child on a Friday and will be tested the following Friday. These are also on the school website.

Please can you practise these spellings with your child using the Look, Cover, Write, Check method which we will be using in class.

Please can you also speak with your child about the meanings of the words given to them (this will be done in class) but it will help your child to use them in their writing.

Write a song/poem about the Amazon Rainforest.	Write your name in Maya hieroglyphics. Write a message in this code.
Think about the Maya Gods. How does their belief of Gods reflect on today's religions?	Create a game that Maya children might have played. Write instructions to teach others how to play it.
Using materials found in your house, create a Maya mask of one of the different classes.	Create a balanced menu for a family using only Maya ingredients. How does this differ from your diet?
Create and label a map of all the significant areas, relating to the Maya civilisation.	Design your own Maya clothing. Think about the needs of the wearer. How will your design meet the needs?

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 TTRS) that helps build 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.



Spring 1 Spelling Lists

Please note that these are Stage 6 only. Your child will also be given a paper copy. If they are a different stage, please ensure they use that to practise from. If you require another copy, please speak to a member of the Year 6 team.

<u>Test Date</u>	<u>Focus</u>	<u>Spellings</u>				
19.1.24	Words with the short vowel sound /i/ spelled 'y'	rhythm	lyrics	system	oxygen	antonym
		symptom	symbol	typical	mystery	crystal
26.1.24	Words with the long vowel sound /igh/ spelled 'y'	rhyme	python	occupy	supply	apply
		identify	hyphen	multiply	hygiene	recycle
2.2.24	Words with the prefix 'over-'	overbalance	overcook	overthrow	overpaid	overturned
		overreact	overcoat	overtired	overslept	overlooked
9.2.24	Words with the suffix '-ful'	merciful	boastful	plentiful	doubtful	beautiful
		thankful	fearful	piti <u>ful</u>	faithful	fanciful
23.2.24	Words that can be nouns and verbs	produce	object	impact	contest	transport
		subject	silence	increase	permit	freeze