



### Reading

In our reading lessons this half term, we will be focusing on the book *The Man Who Walked Between the Towers* by Mordicai Gerstein. It is a picture book which recounts the achievements of Philippe Petit, a French man who walked on a tightrope wire between the Twin Towers of the World Trade Centre in 1974. We will also be using some visual literacy in our reading lessons this half term.

During our daily reading lessons, we will be practicing and refining a range of different reading skills. The skills include: retrieval, inference, prediction, summarising, clarifying, questioning and improving vocabulary (often by using a dictionary or Thesaurus). All of these skills help the children to become fluent readers with a good understanding of the texts they are reading. We aim to make connections to our books across the curriculum and the children will take part in a range of thoughtful, effective activities.

**The Man Who Walked Between the Towers**

### Writing –

This half term, we will use our class reading book, as well as some visual literacy, as inspiration for our writing. First, we will focus on some visual literacy and use this to write our own film narrative. After, our focus will shift to *The Man Who Walked Between the Towers* by Mordicai Gerstein and we will use the text as inspiration for a journalistic recount of events.

Throughout our writing lessons, children will use a range of devices including: formal language, factual language, rhetorical questions, paragraphs, expanded noun phrases, conjunctions, adverbs, parenthesis and relative clauses. We will also have regular spelling and grammar practise, in which children will have the opportunity to learn spelling rules and grammatical theories.

**Film narrative / journalistic recount**

### Maths –

In all of our maths lessons, we aim to develop a depth of understanding using concrete, pictorial and abstract representations. There are lots of opportunities for mathematical discussion and we encourage children to apply their understanding to real-life contexts.

Year 5 → in year 5, we will continue our topic of factors, multiples and primes, focusing on prime and composite numbers and identifying common factors and multiples. We will then move on to fractions, using concrete manipulatives to develop a secure understanding of different types of fractions and applying new learning to different styles of problem-solving and reasoning questions.

Year 6 → in year 6, we will shift our focus this half term to the topic of area and perimeter, in which children will learn and practice measuring both. After, we will move on to position and direction where the children will become more familiar with translation, reflection and plotting on grids. Afterwards, we'll complete some work on the topic of statistics before moving on to ratio and proportion. Children will also have opportunities for revision of past topics throughout this half term, in preparation for SATs.

**Fact fluency  
Arithmetic skills.**

### Wider Curriculum –

**Science** – The focus for Science is Physics and we will be learning about Earth, Space and Light. We will learn about the Solar System, how the Earth moves and movement of the Moon. Further, we will consider reflection, refraction and shadow formation.

**History** – The focus of our History lessons this half term is 'How did the Mayans influence how we live today?' We will begin by exploring who the Mayans were and where they lived followed by what their religious beliefs were. We will then explore the Mayan number and writing systems, before looking at what they ate and why certain foods were significant. Finally, we will learn about what caused the Mayan civilization to disappear.

**Art** – Our Art topic for this half term is sculpture and 3D. We will be creating a personal memory box as the children representing their memories through art using a range of materials and techniques and develop skills in planning, creating, and evaluating 3D sculptures.

**French** – In French this half term, we will be looking at the topic 'La date', in which we will introduce, revise and consolidate knowledge of days of the week, months of the year and numbers 1-31 so, by the end of this unit, we will have the knowledge and skills to say the date and when our birthdays are in French.

## Summer term 1

## School Value - Wisdom

**Year 5/6 → Zephaniah and Rosen**

### PSHE –

Our PSHE topic for this half term is Relationships. During these lessons, we will complete a range of activities and discussions, as well as regular mindfulness activities.

Y5 – The content of these lessons include: learning how to build self-esteem, recognising how friendships change and how to manage fallouts, understanding attraction and what it might mean to have girlfriends/boyfriends, understanding how to stay safe when using technology to communicate with friends online.

Y6 – The content of these lessons include: identifying the most significant people in our lives, knowing the feelings we can experience when someone dies or leaves, understanding the stages of grief, recognising when people are trying to gain power or control, understanding how technology can be used to gain power or control and how to prevent this from happening, using technology safely and positively.

### Religious Education –

This term, children in Year 5 and Year 6 will be learning about Hinduism as part of our Religious Education curriculum. The focus of this unit is to help pupils deepen their understanding of one of the world's oldest religions and explore the beliefs and values that are important to many Hindu people today. Children will learn about key Hindu beliefs such as karma (actions have consequences), dharma (doing what is right) and the idea of one God shown in many forms. They will also explore important stories and traditions, including the roles of deities like Rama, Sita, Vishnu and Lakshmi, and festivals such as Diwali and Holi.

Pupils will use stories, videos, artefacts and discussion to understand how Hindu beliefs influence daily life—for example, showing respect for others, caring for the environment and practising meditation or prayer at home or in a mandir (Hindu temple). This learning supports the Coventry and Warwickshire syllabus, which encourages pupils to develop respect for different cultures, make thoughtful connections between faiths and reflect on their own values and responsibilities.