

HOLIDAY DATES - 2024-2025

	SCHOOL CLOSURES	SCHOOL OPENS
May Bank Holiday	School closed – Monday 5 th May	
SUMMER HALF-TERM	FRIDAY 23 rd MAY	TUESDAY 3 rd JUNE
SUMMER 2025	FRIDAY 18 th JULY	

Year 6 SATs – 12th May to 15th May 2025
 Year 1 Phonics screening w/c 9th June 2025
 Year 4 Multiplication check w/c 2nd June 2025

Inset Days
 Monday 2nd June 2025
 Monday 21st July 2025
 Tuesday 22nd July 2025

Class Assemblies—Year 6 will not be doing an assembly next term, other than their leaver’s assembly in July.

Class assemblies begin at 8.55, however we ask that you arrive ready to enter by 8.50 so we can get everyone seated and it avoids any interruptions once it has begun.

Thursday 1 st May	Year 5
Thursday 22 nd May	Year 4
Thursday 12 th June	Year 3
Thursday 19 th June	Year 2
Thursday 26 th June	Year 1

Sports Days:

These will be running slightly differently this year:

Tuesday 24 th June	Sports Day Years 1-6 am – skills event	In school event – no parents
Tuesday 24 th June	Track races for Years 3-6 1.45	Parents can attend
Wednesday 25 th June	FS2 (Class Owl) Sports Day 9am	Parents can attend
Wednesday 25 th June	FS1 (Class Robin) Sports Day 10.30am	Parents can attend
Wednesday 25 th June	Track races for Years 1 and 2 1.45	Parents can attend

Diary Dates

Date	What’s happening	For who	Times
30.04.2025	Orienteering	Year 5	12.30-3.15pm
16.05.2025	Tropical Butterfly House Sheffield	Year 1	All day
19.05.2025	Imagination Gaming	Year 1 to Year 6	Throughout day
20.05.2025	Rail Safety Visit	Year 6	Details to follow



Information
 Brochure
 Class Eagle
 1st Half
 Summer Term
 2024-2025

Music

Singing and Film Music

Performing a soundtrack to a film scene as a group.
Discussing the features of film music.
Identifying different instruments and composing techniques.
Interpreting emotions in film music using graphic scores.
Creating and notating a composition which uses sounds to represent a given theme.

PHSE

Living in the Wider World – Money Matters

Look After it
Critical Consumers
Value for Money
Budgeting
Borrowing and Saving
Money in the Wider World

Computer Science

E-safety and 3D modelling

- To use a computer to create and manipulate three-dimensional (3D) digital objects
- To compare working digitally with 2D and 3D graphics
- To construct a digital 3D model of a physical object
- To identify that physical objects can be broken down into a collection of 3D shapes
- To design a digital model by combining 3D objects
- To develop and improve a digital 3D model

History/Geography- Mountains and Rivers

-To understand the formation and the features of a river.
-To follow the journey of a river to the sea (the River Don) and locate on maps. **Link back to Sheffield.**
-Understand the role of the water cycle
-Understand the importance of rivers in settlements, travel and farming
-Locate the highest peaks, identify ranges and research them
-Research life in the mountains – Kumaon region of India and learn about life of a Kumaon child
-Understand the effect of the railway on coastal communities
-Use primary and secondary sources to research the impact of flooding.

Science – Light

Recognise that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Maths

Reasoning application
Arithmetic skills
SATS revision
Finding differences between time
Understanding time on timetables
Identifying properties 3D shapes
Simple ratios and calculating with ratios
Algebra and calculating with algebra
Adding and subtracting, multiplying and dividing fractions
Percentages of number
Fractions of numbers
Calculating angles in complex shapes
Drawing and measuring angles using a protractor

TOPIC –Mountains and Rivers

PE – Tuesday, Thursday and Friday

Art/DT – DT- Making structures (playgrounds)

I can identify different types of structures used in playgrounds as apparatus.
I can consider how the structures can be used.
I can improve my design based on peer evaluation.
I can build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures.
I can explain that structures can be strengthened by manipulating materials and shapes.
I can measure, mark, cut and shape wood to create a range of structures.

MFL

22: Numbers revision and café
23: Spanish food and menus
24: The past (Preterite) tense~
25: The past (Preterite) tense part 2
26: Speaking assessments

English: The Promise, Francis, Water Cycle, Newspaper reports, Dragon Slayer, persuasive writing

Reading SATS revision
GPS SATS revision
Use of figurative language
Reports
Sequels to stories
Letters
Diaries

P.E- Tennis and Fundamental Skills

Hit the ball back to our partner using the back-hand shot.
Rally the ball with a partner.
Hit the ball back to our partner using a volley.
Rally the ball with a partner using the most appropriate shot we've learnt so far.

Judaism

1. Why are some words special?
2. Why are some places special?
3. How can faith contribute to community cohesion?