

# Masks, Mummies and Monuments

## Upper School – Summer 2025

### English

We start this term by using *Alma* (a short film) as inspiration for suspense writing. We will also begin reading *The Final Year* by Matt Goodfellow ready for writing a flashback text after half term.

For our non-fiction texts, we will link our writing to aspects of the history and geography curriculums. We plan on writing non-chronological reports about biomes, with the opportunity for the children to create their own Minecraft biome, and explanation texts about how the Ancient Egyptians mummified the dead.

More to explore!

✓ Write a flashback about your first day of school. What can you remember? What seems important? Share them with your friends and compare the things each of you remember.

✓ Choose a place in the world that interests you and write a non-chronological report about it. Consider the animals, plants and people who are found there. What is the landscape like? Is it an urban or rural area?

### Maths

**Year 5 objectives:**

- To read and interpret graphs and tables
- To draw, measure and calculate angles on different lines accurately
- To add and subtract decimals efficiently
- To compare and order negative numbers
- To convert units of time and length

**Year 6:**

- In the summer term, year 6 begin by revising their learning from the past year ahead of SATs. They will then continue with a similar style of maths lesson for the rest of the term to ensure they are ready for their transition to secondary school.

More to explore!

✓ Record data on a subject of your choice over the course of a week. Once you have recorded this in a table, create a suitable graph or chart to display your findings. Don't forget to analyse them and consider what the data shows.

### Science – Habitats (classification) / Evolution and Inheritance

- To describe how living things are classified
- To describe patterns in morphology
- To describe patterns in how and why animal and plant species have adapted over time
- To ask questions about evolution and adaptation

More to explore!

✓ Choose a habitat or biome you are interested in and list 10 animals, plants and micro-organisms you would find there. Make a classification key to categorise the living things you listed.

### History - Egyptians

- Why did Ancient Egyptian civilisation stand the test of time?
- How did the Ancient Egyptians prepare for the afterlife and why was mummification so important?
- What roles did animals play in Ancient Egyptian culture and why were they so important?

More to explore!

✓ Build your own pyramid and decorate it with hieroglyphics. Think carefully about the message you are sending with those you choose to include, and where you position them.

## PSHE – Safety and risk

- To explore physical, social and emotional risks
- To explore strategies for managing risks
- To explore road safety risks
- To understand how, and when, to seek help
- To explore the importance of first aid

More to explore!

✓ Consider what could be risky about your online activity. Is there anything you could change about what you share online? Check your profiles to see.

✓ Map out the routes you take from home to school, the park, the Co-op and consider any risks on your route.

## RE

Creation or science: conflicting or complementary?

- Theology lens – thinking through believing (asking questions as a believer, thinking like a theologian and exploring inside religion)

How do beliefs shape identity for Muslims?

- Human and social sciences lens – thinking through living (ask questions as and think like a scientist, explore people + their lives)

More to explore!

✓ Consider your own beliefs on creation and how they align with either the Christian story or scientists' beliefs.

## Geography – Climate zones and biomes

- How does Earth's position in space affect climate?
- What are the main climate zones and where are they?
- What is the difference between climate zone & biome?
- How do plants and animals adapt to each biome?
- What is the impact of climate change on biomes?

More to explore!

✓ Create your own biome. Think about what the climate would be like, what animals and plants might survive there. Could anyone survive there or only some?

## Art

- Pencil drawings of monuments, including the pyramids.
- 3D work – African tribal animal masks, using wire netting and Modroc.

## DT

- Frame structures – the children will have the choice of making a bug hotel or bird feeder.
- Baking skills – together, we will create a massive cake tower (using skills of baking + food hygiene).

More to explore!

✓ Explore Ancient Egyptian death masks and create your own from materials you have at home.

✓ Bake something at home that is as tall or as wide as you can. Don't forget to clean up after yourself.

## French

- French town – to discuss where I live and don't live, and vocabulary linked to this.
- Olympics – to discuss Olympic sports and opinions on them.

More to explore!

✓ Plan a trip to a town in France. Consider what you would like it to have and where you want to visit there.

## Computing – Programming A (Selection on physical computing)

- Create and control circuits using a Crumble (an easy-to-use programmable controller).
  - The Crumbles are new to use this year, so we're very lucky to be able to learn how to use them!
- More to explore!

✓ Research the use of 'loops' in everyday life and discover which are count-controlled or conditional.

## PE

- To express attitude and strong dynamics in street dance, as well as explore space.
- To learn how to do 'slides, top rock and helicopters' in Street dance.
- To develop skills in playing Quidditch.

More to explore!

✓ Build your stamina by finding a safe walking route around the village and try to beat your time each walk.