

'LEARNING FOR LIFE, CARING FOR ALL'

Our curriculum is driven by our school values: CHALLENGE, CURIOSITY, PERSEVERANCE, TEAMWORK, EQUALITY, HEALTH, KINDNESS, CREATIVITY.



Autumn 1 Years 5 and 6

MATHS

This half term, pupils will be learning how to read and write Roman numerals to 1,000. Following this unit, they will build on their knowledge of place value and read and write numbers to 10 000, 100 000 and 1 000 000. Pupils will also secure their understanding of formal written methods of addition and subtraction. Pupils will develop their fluency, reasoning and problem-solving skills within these topics. They will also have daily opportunities for consolidation and revision of previous topics through the White Rose Flashbacks.

ON THE BOIL

This half term, pupils will secure their knowledge from previous year's objectives.

OUR CURRICULUM VOCABULARY

Children will be learning these words and using them in different areas of the curriculum. **Please check if children can spell them correctly and understand their meaning.**

Millions, hundred thousands, ten thousands, thousands, hundreds, tens, ones, decimal point, tenths, hundredths, thousandths, ten-thousandths, hundred thousandths, millionths, gravity, air resistance, water resistance, friction, force, accelerate, gear, pulley, mechanism, upthrust, newton, Greek Empire, vase, Olympics, Alexander the Great, coins, fibula, pyxis, Homer, Hippocrates, Pythagoras, Parthenon, Aphrodite, Apollo, Ares, Artemis, Athena, Demeter, Dionysus, Hades, Hephaestus, Hera, Hermes, Hestia, Poseidon, Zeus.

ENGLISH

This term's class novel is 'Who Let The Gods Out?' by Maz Evans. During English sessions, pupils will be reading the novel together and writing a variety of long and short pieces to develop their sentence structure, vocabulary choices and securing the use of punctuation. **Pupils will be writing for a range of purposes: to persuade, to inform and to entertain.** They will be writing Greek character profiles, a travel blog, an information report and a description of a setting. Pupils are encouraged to use their vocabulary books to collate ambitious vocabulary through their reading to use in their writing. They will also be developing their editing skills and ensuring that presentation is of a high standard.

WHOLE CLASS READING

Every week, one session is dedicated to developing pupils' reading skills. As a class, pupils read and discuss their reading and improve in the following reading areas: vocabulary, inference, prediction, explanations, retrieval and summarising. They are the reading domains which we feel pupils need to know and understand to improve their comprehension of texts. Pupils will be studying their class novel in depth during these sessions and a range of extracts such as: 'Young, gifted and black' by Jamia Wilson, 'Wonder' by R.J Palacio and 'Windrush Child' by Benjamin Zephaniah.

READING FOR PLEASURE

Pupils have an opportunity to read for pleasure everyday for at least twenty minutes. They are encouraged to read a variety of books from the class bookshelf and library. During this time, pupils also bring books from home or from the local library to read and share.

SPELLING

One session per week is dedicated to the teaching of spellings. During the week, the pupils will work on a variety of activities to help them to learn a particular spelling pattern or rule. They are also encouraged to find out more about the etymology of words. Spellings are set for homework on Spelling Shed. In addition, the Year5/6 statutory spelling list and revision of the Year3/4 list remain important focuses.

In **PE** this term, Year 5 and Year 6 will be developing skills in Tag Rugby and endurance in fitness activities. Pupils will also be attending swimming lessons at Kidlington and Gosford Leisure Centre once a week.

As **Scientists**, we will answer the enquiry question: *How do objects move?* Our unit is Forces. **Audience:** The parachute regiment. **Purpose:** Children will be writing a letter recommending the best material/shape/size of parachute based on scientific enquiry. **Effect:** Informing the parachute regiment reasons for their recommendation.

As **Historians**, pupils will be developing their understanding of Ancient Greece and will be preparing segments of a UKS2 documentary entitled 'The Gifted Greeks.' **Audience:** UKS2 parents **Purpose:** to inform them about how 'gifted' Ancient Greeks have changed the world. **Effect:** to know about the impact that Ancient Greeks have had on the modern world.

In **PSHE**, the lessons are focused on self-awareness. Pupils will be discussing their strengths and how they contribute to different groups. As well as identifying and talking about their own and others' strengths and weaknesses, they will be identifying how to improve, self-assess and how this will help future actions. Pupils will identify the skills they need to develop to make their own contribution in the working world in the future. Some time will also be spent exploring "**Zones of regulation**", where we will be exploring with children how we feel when we come into the classroom, and how we can be in the best place to learn.

In **Computing**, pupils will be developing their coding skills. The coding lessons are structured around the PRIMM approach: Predict... what this code will do, Run... the code to check your prediction, Investigate... trace through the code to see if you were correct, Modify... the code to add detail, change actions/outcome **Audience:** talk partner. **Purpose:** to make a new program that uses the same ideas in a different way. **Effect:** to use strings to produce a range of outputs in their program

In **Art**, pupils will be creating a piece of Greek style pottery which records life in the present day. **Audience:** Pupils of Edward Feild. **Purpose:** to create a class museum. **Effect:** to sculpt a Greek style pot and use Greek design to record modern life.

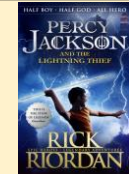
In **RE**, the enquiry question is "How far would a Sikh go for his/her religion?" Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?(Believing/Behaving). Pupils will be learning to compare the different ways Sikhs put their religion into practice.

In **French**, pupils will be continuing with French phonics and learning the following: recall and spell the seven days of the week; remember, recall and spell the twelve months of the year; remember, recall and spell numbers 1-31; use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date; use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.

In **Music**, Oxfordshire music service will be teaching brass instruments to one Y5/Y6 class per term. **Audience:** Y5 families. **Purpose:** To understand musical notation, rhythm and performance. **Effect:** To play and perform music to a real audience.

In Upper KS2, music is taught in a block, rather than as a weekly subject. All children also take part in weekly singing lessons.

OUR TEACHER BOOK RECOMMENDATIONS



Percy Jackson and the Lightning Thief
Riordan



The Mildenhall Treasure by Roald Dahl

HOME LEARNING SUPPORT:

Homework: Homework will be set in a homework book. Information will be sent weekly.

Reading: Pupils should read independently or with an adult for 20 minutes per day.

School paid subscriptions:

Spelling Shed (weekly, teacher-set spelling lists) 10 minutes daily.

TT ROCKSTARS (times tables are set by teacher) 10 minutes daily

NUMBOTS (mental addition and subtraction work) 10 minutes daily

<https://trockstars.com/>

<https://play.numbots.com/#/intro>

<https://www.spellingshed.com/en-g>

Wider Curriculum Links

[Oak Academy - KS2 subjects](#)