

# '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 term, UKS2 children will be revisiting aspects of all mathematical concepts taught last year. This will be done by using White Rose Flashbacks and weekly dedicated revision sessions. Alongside this, they will be focusing on place value, addition and subtraction and multiplication and division. Children will develop their fluency, reasoning and problem-solving skills within these topics.

### ON THE BOLL

Children will also work towards speed and accuracy with mental and formal written methods of adding and subtraction.

### 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.**

Place value, multiple, factor, product, sum, partition, estimate, source, artefact, archaeology, primary source, secondary source, reliable source, political, social, cultural, parliament, democracy, government, empire, philosopher, cartouche, civilization.

### ENGLISH WRITING

As writers, both of our writing units will be based on the **Purpose** writing to entertain. Our writing will be a narrative based on the 12 Labours of Heracles and a landscape description of Ancient Greeks. Our **Audience** will be Upper KS2 for our myths and we will be sending our landscape descriptions to the Ashmolean Museum. Our **Effect** will be to entertain and create enjoyable pieces of writing.

### WHOLE CLASS READING

The reading this term will be based on the fiction text 'Who Let The Gods Out' by Maz Evans. In whole class reading sessions, the children will continue to develop their comprehension skills. They will be reminded about how to: work out the meaning of unknown vocabulary from a context or by using a dictionary, how to predict what will happen next, how to retrieve and summarise information from a text and how to answer questions using information that has been inferred. We will continue to focus on answering questions fully, using the format: point, evidence and explain.

### READING FOR PLEASURE

Children have reading for pleasure time in their classroom at least once per week. Instead of going to the library, children spend time with their teacher choosing appropriate books from their classroom bookshelf. This selection of books is regularly refreshed. The children choose one book and, when they have finished reading it, they have a Reading Bingo sheet which encourages them to choose reading matter from a variety of genres. The children are also asked to review their books in order to ensure their peers are well informed about their book choices.

### SPELLING

Spelling is taught during a dedicated session each week. During the week the children 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 spelling list and revision of the Year3/4 list, remain an important focus.

As **Scientists**, we will answer the enquiry question: *How do things move?* (forces). **Outcome:** Children will write a responding letter to the British Parachute Regiment explaining the results of their investigation into how material, shape and size can affect a parachute's fall. **Audience:** An adult audience, writing a response to the Parachute Regiment. **Purpose:** To draw conclusions based on evidence. **Effect:** Clearly explain conclusions based on evidence.

As **Historians**, we will answer the enquiry question: How did the Ancient Greeks change the world? **Outcome:** Oracy task: Within small groups in their classes, the children are going to prepare segments of a UKS2 documentary entitled 'The Gifted Greeks', which will premiere in the main hall as a cinematic experience. **Audience:** the other classes in UKS2 **Purpose:** to inform about life in Ancient Greece and the impact they had on the whole world. **Effect:** to feel informed about areas of our lives that have been impacted on by the Ancient Greeks.

As **Design Technologists**, we will answer the enquiry question: **How can we create a free-standing structure to act as an entrance to a new 'Ancient Greece' exhibition at the Ashmolean Museum?** **Outcome:** A display of models which will sit alongside descriptive writing completed in English lessons. **Audience:** A member of staff from the Ashmolean Museum. **Purpose:** working individually, the children will be carrying out research into what makes for strong structures and designing according to a brief. **Effect:** the member of staff from the Ashmolean Museum will feel that the structures would be both practical and aesthetically exciting.

In **PSHE** our enquiry question is "what skills will we need for the future?" We will also be thinking about grief and conflict within families and be challenged to plan an online "community celebration". In addition, we will be 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**, we will be asking the questions "How do we stay safe online?" and "How does coding help us create an algorithm?" **Audience:** Upper KS2 **Purpose:** To work logically and know how to debug codes. **Effect:** Use coding to produce a range of on-screen effects.

In **PE** this term, Mr Nutt and the class teacher will be focusing on personal fitness, athletics skills (particularly cross country) and cricket skills.

Our enquiry for **RE** is "How far will a Sikh go to show commitment?" **Audience:** Sharing understanding within UKS2. **Purpose:** To explore the beliefs of UK faith communities. **Effect:** Understand, appreciate and respect the beliefs of others.

Within **French**, we will be exploring "How do we greet one another?" as part of the school's new French scheme. We will be counting and revising vocabulary through a range of stories written in French. **Audience:** Speaking and listening in KS2 classes. **Purpose:** To consolidate understanding of a foreign language. **Effect:** To have confidence speaking French out loud to one another.

In **Music**, Oxfordshire Music Service will begin teaching stringed instruments to one of the Y5 classes for the first half of the school year. **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, with each Y5 class having half a year's music tuition. In Y6, music is taught in a block, rather than as a weekly subject.

### OUR TEACHER BOOK RECOMMENDATIONS



*The Wonderful Story of Henry Sugar* by Roald Dahl



*Wonderscape* by Jennifer Bell

### HOME LEARNING SUPPORT:

**Reading:** Whilst we are unable to send school books home at the moment, Oxfordshire Libraries are fully open and offer e-book loans too. Children 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** <https://www.bbc.co.uk/bitesize/topics/z87tn39> <https://www.dfindout.com/uk/science/forces-and-motion/what-is-force/>