



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 daily opportunities for consolidation. 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, war, medal, Anne Frank, Neville Chamberlain, Adolf Hitler, battle, prisoner, evacuee, Spitfire, ration book, gas mask, planets, orbit, axis, satellite, rotate, eclipse, universe, galaxy, asteroid, astronaut

'LEARNING FOR LIFE, CARING FOR ALL'

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

ENGLISH WRITING

As writers, our writing units in the Autumn term will be based on the **Purposes:** writing to inform and writing to persuade. This half term, we will be writing a biography based on a significant figure from WWII. Our **Audience** will be our classmates in Years 5 and 6. Our **Effect** will be to inform them about Anne Frank's life. Later in the term, we will also be writing a persuasive letter from Mister Tom.

WHOLE CLASS READING

The reading this term will be based on the fiction texts 'Anne Frank's Diary' and 'Good Night Mister Tom' by Michelle Magorian. 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 be learning 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. Children will be choosing appropriate books from both their classroom bookshelf and the library. 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 Year 5/6 spelling list and revision of the Year 3/4 list, remain an important focus.

As **Scientists**, we will answer the enquiry question: *Sun, Earth and Moon - what is moving?* (space).

Outcome: Children will be carrying out physical scientific demonstrations of the Sun, Earth and Moon. **Purpose:** To demonstrate the movements of the Sun, Earth and moon. **Effect:** Clearly explain conclusions based on evidence.

As **Historians**, we will answer the enquiry question: How well would I have coped as a child during WWII? **Outcome:** Written reflections and a debate on how their perspectives have changed during the unit of learning. **Audience:** their peers and teacher within class. **Purpose:** to make an informed decision on how living during WWII would have felt for a child and the impact. **Effect:** to feel informed about how lives were impacted by WWII.

As **Artists**, we will answer the enquiry question: What is similar and different about Blitz scenes created by Charles Pears and Henry Moore? **Outcome:** Create and present an exhibition of Blitz artwork. **Audience:** Members of staff within school. **Purpose:** to create a Blitz scene. **Effect:** to understand the styles of Charles Pears and Henry Moore.

In **PSHE** we will be thinking about structure, rules and expectations within school and within our day to day lives. 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 is blogging used?"

In **PE** this term, Year 5 will be taking part in sessions to develop their fitness and gymnastics skills. Year 6 will be swimming, as well as working on fitness, coordination and agility skills with the PE Coach.

Our enquiry for **RE** is "What is the best way for a Muslim to show commitment to God?" **Audience:** Sharing understanding within UKS2. **Purpose:** To explore the beliefs of Muslim communities. **Effect:** Understand, appreciate and respect the beliefs of others.

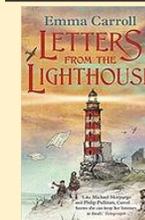
Within **French**, we will be exploring "How do we greet one another?" as part of the school's new French scheme. We will be counting and revising vocabulary through a range of stories written in French. **Audience:** Speaking and listening in KS2 classes. **Purpose:** To consolidate understanding of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



Letters from the Lighthouse by Emma Carroll



Dr Maggie's Grand Tour of the Solar System

HOME LEARNING SUPPORT:

Reading: 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

[Unit - Oak National Academy \(thenational.academy\)](https://www.thenational.academy)

[Earth and space - KS2 Science - BBC Bitesize](https://www.bbc.com/bitesize)