



## AUTUMN 2 Years 5 and 6

### MATHS

This term, children in Year 5 will be focusing on Multiplication and Division, Statistics and Perimeter and Area. Children in Year 6 will be focusing on Fractions, Position and Direction. Children will develop their fluency, reasoning and problem-solving skills within these topics. Alongside, children will have daily opportunities for consolidation and revision of previous topics through the use of flashbacks.

### ON THE BOIL

Children will work towards speed and accuracy with mental and formal written methods of multiplication.

### 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.**

Divide, multiple, factor, product, sum, partition, estimate, position, direction, war, medal, Anne Frank, Neville Chamberlain, Adolf Hitler, battle, prisoner, evacuee, Spitfire, ration book, gas mask, question, observe, test, compare, measure, record, material, fabric, technique, design, blogging, binary, electricity, voltage, electrical safety, brightness, circuit diagram, switch, bulb

# '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 Autumn 2 will be based on the **Purpose** 'writing to entertain'. This half term, we will be writing a landscape description based on the 'Rose Blanche' book. Our **Audience** will be our families at home, as we hope to share our writing with our families using an online platform. We will be focusing on the **Effect** our setting descriptions have on others and how they make them feel and think. 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 text, 'Good Night Mister Tom' by Michelle Magorian. We will also be exploring 'Rose Blanche' by Christophe Gallaz and Roberto Innocenti. 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. We are delighted to have our school library open again for all to access this term! 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 Christmas lights work?* (electricity).

**Outcome:** Children will be creating a written outcome to show that Edward H Johnson's concept of Christmas lights in a series circuit was not as reliable as he thought. **Audience:** Children planning to have a Christmas tree in their bedroom for the first time! **Purpose:** To persuade others to ensure lights are connected in parallel. **Effect:** Clearly explain differences between kinds of circuits.

### Continuing our learning from Autumn 1 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 **Designers**, we will answer the enquiry question: What was meant in World War 2 by 'Make, Do and Mend'? **Outcome:** Design and create a soft toy using used materials. **Audience:** A younger child who would receive this as a gift. **Purpose:** to explain how old materials have been repurposed. **Effect:** to persuade the reader of the impact on the environment and show value through materials that would otherwise be discarded.

In **PSHE** we will be thinking about self-respect and respect for others and discrimination, as well as thinking about how discrimination can impact people's feelings and 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 question "How is blogging used?". We will be discovering the purpose of blogging and vlogging and how they are used.

In **PE** this term, Year 5 will be taking part in tag rugby sessions and will also be swimming. Year 6 will be taking part in athletics and hockey sessions.

Our enquiry for **RE** is "What is the best way for a Muslim to show commitment to God?"

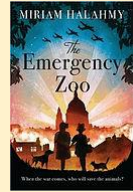
**Audience:** Sharing understanding within UKS2. **Purpose:** To explore the beliefs of Muslim communities. **Effect:** Understand, appreciate and respect the beliefs of others.

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.

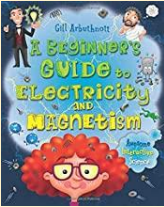
In **Music**, Oxfordshire County Music Service will continue teaching stringed instruments to one of the Y5 classes for the first half of the school year, before swapping with the other Y5 class. **Audience:** Y5 families. **Purpose:** To understand musical notation, rhythm and performance. **Effect:** 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. All children also take part in weekly singing lessons.

### OUR TEACHER BOOK RECOMMENDATIONS



*Emergency Zoo* by Miriam Halahmy



*Electricity and Magnetism* by Gill Arbuthnott

### HOME LEARNING SUPPORT:

**Google Classroom:** Children should be using Google Classroom weekly to access their weekly homework task.

**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

[Electricity - KS2 Science - BBC Bitesize](#)

[Unit - Oak National Academy](#)

[\(thenationalacademy\)](#)