

### English Reading:

As well as spending time reading individually and as a class, we will be continuing to develop your reading VIPER reading skills within English and guided reading time.

This term we will specifically working on:

- Regularly listen to, discuss a range of fiction, poetry, plays, from a wide range of authors and genres which they might not choose themselves
- Continue to read and discuss an increasingly wide range of fiction, poetry and plays and nonfiction and reference books or textbooks
- Use active reading strategies including checking the text makes sense to them as they read; discussing their understanding; explaining the meaning of the words in context; asking questions to improve their understanding of a text
- Answer literal, inferential and evaluative comprehension questions and evaluate comprehension questions by making point, plus giving evidence.
- Revisit VIPERS reading skills and apply to individual reading time as well as whole class guided reading.

**Remember reading a range of genres and regularly will help to develop your writing as well as comprehension.**

### English Writing:

Over the term, we will be looking at a number of different text types and using these as models for our own writing. We will be writing for a range of different purposes and audiences and working on the developing the following within writing.

- Note down and develop initial ideas, drawing on reading and research where necessary.
- Plan writing by identifying the audience for and purpose of the writing and showing this through the language and features we choose to use.
- Use other similar writing as models for your own.
- Consider, when planning narratives, how authors have developed their characters and settings.
- Proofread work by removing unnecessary repetition or irrelevant details.
- Consistently link ideas across paragraphs using fronted adverbials and time connectives.
- Write effectively for a range of purposes and audiences, selecting appropriate form and drawing on what they have already read.

### Science: Properties and Changes of Materials

By the end of this unit, you will be able to:

- Compare and group together everyday materials on the basis of their properties.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- List some examples of irreversible changes, explaining why the change is irreversible.
- Demonstrate/describe a reversible change, such as dissolving.



### Curriculum Learning Overview - Autumn Term

2021

**Class 3, Year Five and Six**  
**Mrs. Bromley and Mrs. Pearce**

Books this term:

*Letters From The Lighthouse* by Emma Carroll  
*There's A Boy In The Girls' Bathroom* by Louis Sachar

### History: Local WW2 study

In this unit, you will be looking at the impact of WW2 on Follifoot and Spofforth by:

- Naming residents who served during WWII.
- Explaining how life would have changed for an evacuee coming to our villages.
- Understanding and explaining the impact on families in our villages – rationing, changes to family dynamics.
- Compare and contrast the impact of WII on our villages and Leeds.

### Maths

In this term, we will be completing the following topics within maths:

#### Place value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (Y6 up to 10,000,000)
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (Y6 up to the nearest 1,000,000)
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (Y5)

#### Four operations

- Add and subtract whole numbers with more than 4 digits, using formal written methods
- Add and subtract numbers mentally with increasingly large numbers
- multiply numbers up to 4 digits by a one digit (or two-digit number – Y6) using a formal written method
- use knowledge of the order of operations to carry out calculations involving the four operations (Y6).
- solve multi-step problems in contexts, deciding which operations and methods to use and why
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division (Y6 – 4digits x 2 digits)
- multiply and divide by 10, 100 and 1000.
- identify multiples and factors and common factors of two numbers. (Y6 – common multiples as well).
- know and use the vocabulary of prime numbers, prime factors and composite numbers.

**As well as the learning shown above, you will be working on developing your times tables and number facts recall. These are very important skills to develop that will help you in all areas of your Maths.**

## Religious Education:

### Big question 1 - People of God – How can following God bring freedom and justice?

To answer this question, we will be learning about the life of Moses and how it brought freedom and justice. By the end of the unit, you will be able to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others



### Big question 2 – If God is everywhere, why go to a place of worship (Christians and Jewish people)

This will be an opportunity to explore the significance of places of worship and why they are important by:

- Presenting ideas about the importance of people in a place of worship rather than the place itself.
- Giving examples of how places of worship support believers in difficult times, explaining why these matters to believers.
- Making clear connections between Bible texts studied and what Christians believe about God, for example through how churches are designed.

## Music: Pitch

In this unit, you will learning and singing a number of WW2 songs whilst developing the following skills:

- Sing with accurate pitch and good expression.
- Recognise and improvise using d-r-m-f-s and d-r-m-f-s-l pitches e.g. CDEFG and CDEFGA
- Use rhythm sol fa to notate melodic patterns.
- Create melodies that use steps and leaps.
- Recognise and play from pitch intervals on a stave.

The key pieces of music you will be listening to and responding to are 'In the mood' by Glynn Miller and 'Overture' by Grażyna Bacewicz.

## PSHCE (Personal, Social, Health & Citizenship Education): identity, society and equality

Through this unit, we will be learning about stereotypes, discrimination and prejudice, including tackling homophobia. This will also include looking human rights and what this means.

### You will learn about:

- stereotyping, including gender stereotyping.
- prejudice and discrimination and how this can make people feel.
- people who have moved from other places, (including the experience of refugees).
- human rights and the UN Convention on the Rights of the Child.
- homelessness.

## Physical Education: Cross Country, Invasion games and gymnastics

This term our P.E. days are: Tuesday and Thursday. Please make sure you come in school P.E. kit on these days. In these sessions, you will be taught to:

- Develop flexibility, strength, technique, control and balance.
- Play competitive games (dodgeball and tchoukball) and apply basic principles for attacking and defending.
- Compare performances with previous ones and demonstrate improvement to achieve personal best.

## French:

We are to be looking at two units in French this term:

### Celebrations (On fait la fête)

- Say, spell and read the date.
- Ask and answer questions about age and birthdays.
- Prepare, write and present a short presentation about yourself using phrases learnt in this unit.

### Breakfast (Le petit déjeuner)

- Say, read and spell a range of breakfast foods and drinks. Use this vocabulary to write sentences, ask and answer questions.
- Develop accurate pronunciation.
- Ask and answer questions about likes and dislikes.

## Computing: Computer Science – Variables and sequencing

This term we will be using DB Primary to develop computer programming skills. Each of the learning pathways you will be completing will be working on developing specific skills so that you will know:

- Algorithms that include selection (if, then, else).
- How to use reasoning to predict outcomes of selections choices.
- To use variables to achieve a given goal.

There will also be other opportunities across the curriculum to use and develop your ICT skills.

## Design Technology: Textiles

You will be designing and creating a waistcoat using the new skills and skills you have developed over the past few years. To be successful in this project, you will need to:

- Design a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme and annotate designs.
- Use template pinning panels onto fabric.
- Mark and cut fabric accurately, in accordance with a design.
- Sew a strong running stitch, making small, neat stitches and following the edge.
- Tie strong knots.
- Learn different decorative stitches and sew accurately with even regularity of stitches.
- Decorate a waistcoat - attaching objects using thread and adding a secure fastening.
- Evaluate work continually as it is created.

## Art: Shape

We are going to be exploring the shape element of Art through looking at the work of the artist Bridget Riley. You will be developing your drawing and painting skills by:

- Composing original designs by adapting and synthesising the work of others.
- Analysing and evaluating an artists' use of shape.
- Sketching the key shapes objects from different angles when drawing still life.
- Imitating the techniques of other artists, using simplified shapes and lines to create more abstract drawings.

## Writing Journals

We have been really impressed in the past with many children's desire and motivation to continue their writing outside of school. Many have particularly enjoyed being able to write with creativity and freedom, choosing the content and style of writing for themselves.

To assist with children continuing this great habit, we are pleased to let you know we are happy to provide each child with a writing journal for them to use at home. We are delighted if they want to share this writing with us.

Children can personalise their journal by backing (wrapping it) it with wrapping paper or making their own front cover.

The ideas provided (across) are designed to assist and guide. They are there as suggestions only and do not represent a prescribed list of expected pieces of writing to be handed in at a set time.



Curriculum Learning Overview – Autumn Term 2021

## Writing

### Writing ideas for this term

#### Year 5&6

- Book review to persuade others to read your favourite book.
- Interview a family member or friend who was alive during WW2 and write up their experience.
- Keep a food diary and find out the French translation for each meal.
- Create a Maths guide that records and explains every new method you learn in Maths. This could become your own revision guide when you need some reminders.
- Choose your favourite character from the class book and write a letter to them.
- Make an information booklet about the village you live in which includes any historical links to WW2.

### Top tips for enjoying your writing

- Read, read and read some more! So many of your ideas will come from what you read, hear and see.
- Write often, daily if you can, about anything you want to! It is all good practice.
- Write where you are most comfortable.
- Be confident in yourself and cross out or rewrite sections if you need to – you will get there in the end and it will be even better than when you first started.
- Ask for help if you need it. Talking your ideas through can sometimes help to get your writing straight in your mind.
- Remember, your writing journal is for YOU. It is up to you if you want to share your writing. What matters is that it is a place for ideas and for FUN!

For more writing 'top tips' from authors, please visit the homework section on our school website:

<http://follifootandspofforth.co.uk/homework/>