

English

Books this term:

Letters from the Lighthouse by Emma Carroll
Extracts from Anne Frank's Diary
The Piano – Literacy Shed Clip



Reading:

As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. In year 5 and 6 we will be specifically working on:

- Regularly reading a range of fiction, non-fiction and poetry from a wide range of authors. We will be using the recommended book lists on the school website for year 5 and 6 to inspire children to try a different genre or unfamiliar author.
- We will be continuing to read a range of fiction and reference books linked to our history learning to develop knowledge about the past.
- Building vocabulary will be a key focus using active reading strategies to decipher meaning from the text.
- We will be focusing on using PPE (point, point evidence) to answer comprehension questions with a particular focus on explanation and supporting our responses with evidence from the text.

Writing:

Over the term we will be learning many of the grammatical structures from the Year 5 and 6 curriculum including variations of nouns, verbs and building sentence types to enhance our writing. We will also be looking at a variety of different text types as models for our own writing particularly historical stories and diary entries linked. We will be writing for a range of different purposes including to entertain, to inform and to discuss with a variety of different audiences in mind.

We will be working on developing the following within our writing:

- Plan our writing with the audience in mind to effectively use the structural and language features of different text types.
- Use other similar writing as models for our own.
- Focus on how authors that we are studying use formal and informal tone to develop detail within their writing.
- Proofread work independently using CUPS to ensure accuracy and excellent attention to detail.
- Write effectively for a range of different purposes and audiences, selecting appropriate form, drawing upon what we have read.



Love, Learn, Shine

Year 5 and 6 Curriculum Learning Overview – Autumn 2024

Keep Calm and Carry On

Enrichment Opportunities:

Y6 Bikeability, pantomime, local Victorian history walk, library visits

How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read
- Support your child to read up on our topics e.g. history, science this will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework

History: Victorian Harrogate

Where we live is steeped in Victorian history. We will be learning about why Harrogate was an important town during Victorian times. So that we can confidently talk about and understand our town during this time, we will be learning about the following:

- Who were the Victorians?
- Queen Victoria and her reign
- The Victorian era was a time of change – industrial revolution, medicinal and technological inventions
- Compare today with the Victorian era in terms of child labour, education, technology, jobs etc.

Maths:

During the autumn term we will be mastering the following in maths:

Unit 1 – Decimal Fractions:

- Know that 10 tenths are equivalent to 1 one and that 1 is 10 times the size of 0.1
- Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01
- Know that 10 hundredths are equivalent to 1 tenth and that 0.1 is 10 times the size of 0.1
- Recognise the place value of each digit in numbers with up to 2 decimal places
- Reason about the location of any number with up to 2 decimal places on a number line including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each
- Divide 1 into 2, 4, 5 and 10 equal parts and read scales and number lines marked in units of 1 with 2, 4, 5 and 10 equal parts
- Solve known addition and multiplication facts using and applying our place value knowledge
- Learn how tenths, hundredths and thousandths are composed

Unit 2 - Money

- Use our knowledge of addition and subtraction to solve a variety of problems that involve money
- Estimate, compare and calculate different monetary values in pounds and pence
- Building on our work from unit 1 we will use decimal notation to record metric measures that include money

Unit 3 – Negative Numbers:

- Use negative numbers in context and calculate intervals across zero
- Count backwards through zero to include negative numbers
- Solve problems including missing number problems involving multiplication and division
- Interpret negative numbers in context

Unit 4 – Short Multiplication and Division:

- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method
- Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context

We will also be focusing on consolidating times tables knowledge and number facts recall. These are very important areas of maths to feel confident and be secure in.

Religious Education:

In RE lessons, each unit explores a big question that we unpick as a class throughout each half term. This term, we will be reflecting and focusing our learning on the following two big questions:

1. Why do some people believe God exists?
2. What matters most to Christians and Humanists?

Geography:

In this unit, we will investigate the enquiry question 'How and why has Harrogate changed over time?'

- Create enquiry questions about how my local place has changed.
- Use maps to measure and investigate settlement growth over time.
- Collect data to investigate changes in my local area and evaluate the impact of these changes.
- Interpret fieldwork data to find out more about where I live and how it is changing.

Music:

This term we will be studying songs of WW2 in our music sessions. The children will be learning to:

- use musical and comparative language
- Follow the melody line
- Follow a music score with a good sense of timing, showing that they understand which section of pitch they are singing
- Sing the correct words at the correct time
- Recall the counter-melody line

PSHCE (Personal, Social, Health and Citizenship Education): How can the media influence people?

In this unit of work we will be learning about:

- How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- That not everything should be that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- How text and images can be manipulated or invented; strategies to recognise this
- To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- To recognise unsafe or suspicious content online and what to do about it
- How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- How to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- To discuss and debate what influences people's decisions, taking into consideration different viewpoints

Physical Education:

We are extremely lucky to have Mr Crooks from Sporting Influence teaching Ravens and Eagles classes again on a Tuesday this year. Our second session of the week will happen on a Thursday for Eagles and a Friday for Ravens. This term we will be learning:

- **Outdoors Adventurous Activities - Orienteering.**
- **Multi-skills**
- **REAL Dance**
- **Handball**

Science: Earth and Space

Earth and Space', children will be able to:

- Describe the sun, Earth and Moon as approximately spherical bodies
- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Explain how the planets move in our solar system.
- Using the idea of the Earth's rotation, explain day and night and the apparent movement of the Sun across the sky.
- Investigate night and day in different parts of the Earth.
- Explain how the Moon orbits the Earth.

Computer Science: Understanding Computer Networks

By the end of this unit we will be able to understand the following:

- How computer networks including the internet work
- How computer networks can provide multiple services such as the World Wide Web
- How computer networks can offer opportunities for collaboration and communication

Art: Observational Drawings

In this unit we will be developing our ideas and mastering techniques in drawing and sketching. We will also be studying the artist Lowry, who was a northern artist famous for drawing urban landscapes.

Design Technology: Textiles

In this unit we will be choosing a range of stitching techniques to show precision using examples of textiles where water has influenced the design. We will be learning to join materials to make a textile collage using the following stitches:

- Running stitch, back stitch, blanket stitch, embroidery stitch

French: Seasons

In French, we use the scheme language angels, which is a fantastic programme to support children's learning and help them to make substantial progress by the end of KS2. The programme focuses on three key areas of language: phonics, vocabulary and grammar.