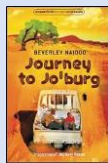


English Reading:

Books this term:

Journey to Jo'Burg – Beverley Naidoo
Tusk Tusk – David McKee
Survivors – David Long



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.

This term we will be working on:

- Regularly reading a range of 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 texts, reference books and textbooks 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.

English Writing: Over the term we will be looking at a variety of different text types as models for our own writing, particularly stories from other cultures. We will be writing for a range of different purposes including to entertain, to inform, to persuade and to discuss with a variety of different audiences in mind. We will be working on developing the following within our writing:

- Develop our writing of non-fiction texts such as biographies and non-chronological reports
- 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 to ensure accuracy and excellent attention to detail.
- Use accurate technical vocabulary within non-fiction writing.



Love, Learn, Shine

Year 5 and 6 Curriculum Learning Overview – Autumn 2025

Enrichment Opportunities:

Y6 Bikeability, Y6 Residential trip to Bewerley Park, pantomime, 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
- Support them in completing their maths homework and English for Year 6.

History- Stone Age Britain: what do archaeologists think they know about it?

As historians, we will be investigating the following:

- The chronology of the earliest humans in Britain (and how our understanding of this is constantly evolving).
- What archaeologists think they know about the Palaeolithic Era and the evidence it is based on.
- How archaeologists know about Homo sapiens' early settlement of Britain.
- How humans lived in the Mesolithic Era.
- Why archaeologists think humans began to farm in Britain during the Neolithic Era (link to Skara Brae).
- Place evidence that archaeologists have found from the different periods of the Stone Age in Britain on a timeline.

Maths:

This 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 0.01
- 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 – Multiples of 1000:

- Add and subtract whole numbers with more than 4 digits, including using formal written methods
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

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 – Long Multiplication and Long Division:

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division
- Interpret remainders as whole number remainders, fractions, or by rounding, as appropriate 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.

Computer Science: Programming – Music

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

- Recognise that Scratch is a coding application with music elements.
- Predict the effects of different code blocks and explain discoveries from tinkering.
- Code a soundtrack using sound blocks, loops and nested loops to enhance a scene.
- Use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern.
- Decompose a program into smaller parts and remix existing code in new projects.
- Identify errors in a program, debug them and evaluate the effectiveness of a program.

Geography

Climate zones: what are they and why do they matter?

As Geographers, we will be investigating the following:

- Understand the position of the Earth in space in relation to the sun and how this affects climate.
- Understand what the main climate zones are and describe where they are found.
- Read information from climate graphs and identify patterns in data.
- Understand and explain the difference between climate zones and biomes.
- Understand how plants and animals have adapted to live in different biomes.
- Recognise that sudden changes in climate have an effect on living things.

Science

'Properties and changes of materials'.

This term, we will focus on Chemistry, specifically 'Materials'. This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

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

In this unit 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 Sporting Influence teaching Ravens and Eagles classes again on a Wednesday this year. Our other session of the week will happen on a Tuesday for Eagles and a Friday for Ravens. This term we will be learning:

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

Music:

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

- Name three key features of blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the 12-bar blues correctly.
- Play the notes of the blues scale in the correct order, ascending and descending.
- Play a selection of blues scale notes out of order in their own improvisation.

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. Christians and how to live – what would Jesus do?
2. What does it mean to be Muslim in Britain today?

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

We teach Design Technology using a scheme of learning called Kapow.

Our unit this term is **Cooking and nutrition: developing a recipe'** where children will learn to:

- Describe the process of beef production
- Research a traditional recipe and make changes to it.
- Add nutritional value to a recipe by selecting ingredients.
- Prepare and cook a version of Bolognese sauce.

French: Little Red Riding Hood

In French, we use the scheme Language Angels to support children's learning. In this unit pupils will learn to listen carefully to be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills.