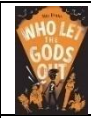


## Class 5's Programme of Work for Autumn Term 2023



Term 1: 6<sup>th</sup> September to 26<sup>th</sup> October

Term 2: 6<sup>th</sup> November to 22<sup>nd</sup> December



### English

Literacy is the backbone of education: the ability to read for sustained periods and understand a broad range of texts are essential skills to fully access upper key stage 2 English and the broader curriculum, and for secondary school readiness. Towards this end, we shall study a breadth of text types in class on a wealth of subjects to develop and hone reading skills. Everyone has been allocated a reading level and is expected to read for a minimum of twenty uninterrupted minutes as part of a daily habit with their book travelling between school and home daily. A large number of the class are independent readers but your support in creating the time and space for them to read at home is so important. Furthermore, opportunities to discuss their book with you will really develop their comprehension skills and ability to communicate and explain clearly. Others still benefit from someone listening to them especially if they misread, substitute or insert words, or ignore punctuation and phrasing and thereby lose the text's meaning. Once children are on track with their reading, they can select books from the '100 Books to Read in Years 5 and 6' and from our Greek-themed books in class.

Our class novel is *Who Let the Gods Out?* by Maz Evans; it is a contemporary novel about a boy with an ill mother, whose farm is under threat. A shooting star heralds the arrival of Virgo, swiftly followed by numerous Ancient Greek gods, and so the adventures begin! The novel is a clever blend of the modern-day issue of child carers and the fantastical world of Greek myths constantly trying to outwit one another; it will provide rich discussion material, an introduction to the Olympic gods (in preparation for history in Term 2) and light-hearted moments of collective joy. Alongside this, we are also enjoying *The Boy Who Fell from The Sky* by Lucy Coats which is a fantastic introduction to the Ancient Greek Myths and Legends. We are having a big push on spelling accuracy by drilling down to the rules that can be learned and then applied to many words, we are having regular spelling focus sessions each week and learning how to build words by spelling the root word and then applying the necessary prefixes and suffixes. Grammar and punctuation will be drip-fed weekly. I appreciate that much of the language surrounding grammar and punctuation was not a part of many parents' personal education experiences. Please feel free to ask me if I can help.

We shall be writing little and often and across the day in a range of subjects to give our writing real purpose and to practise writing for different genres. Our first shared write of a formal science report has been completed as well as our first letters to pen pals from St Hilary's School, Chicago, USA – we eagerly await replies. An additional benefit of the pen pals is that it brings our studies of North America to life later in the academic year. We are currently closely analysing a Greek myth to learn the writing techniques used and then we shall apply these to our work.

### Mathematics

A solid sense of number and place value are foundational skills in supporting the more challenging maths in years 5, 6 and beyond; therefore, these will be our initial focus. Working with numbers up to 10 million and into the thousandths, we shall be embedding the skills of reading, writing, ordering and comparing numbers and determining the value of each digit (including negative numbers). Additionally, children are expected to fluently count forwards or backwards and multiply and divide in powers of 10, round any number up to a specified value, and master reading scales. Whenever possible, we are linking our maths to our broader curriculum and appreciate its relevance in the real world.

Building on all of the aforementioned, our learning will move on to addition and subtraction before covering multiplication and division. It is essential to be able to instantly recall number bonds to 10, 100 and 1000, halves and doubles, multiplication and division facts, multiples and factors, and multiplying and dividing by powers of 10 up to 1000 to be able to tackle maths in years 5 and 6. If a child cannot instantly say what needs to be added to 451 to make a 1000, halve 56, double 335, recall what  $6 \times 9$  equals or  $56 \div 7$  is, or multiply 27 by 1000, they will struggle to focus on acquiring the knowledge and

skills of the years 5 and 6 curriculum. Please help your child by practising these skills in short bursts regularly. It can make a huge difference and pupils can catch up with a concerted effort. In Term 2, we shall have a major focus on fractions: adding, subtracting, multiplying and dividing. Comparing, ordering simplifying, and finding equivalent fractions are also essential skills. Again, instant recall of multiplication and division facts are key prerequisite skills to have mastered. Daily, we shall be working on mental arithmetic and keeping learned skills and knowledge sharp. In addition, we shall be working on developing the class's reasoning skills to deepen their learning to a mastery level; this understanding, and being able to clearly explain as opposed to simply 'doing' maths are essential skills for today's mathematicians. Increasingly, children will be developing their problem-solving skills where multiple strands of mathematics need to be applied to solve a question. Finally, maths hasn't changed, but often the way it is taught has - because of the greater emphasis on understanding underpinning concepts. If your child asks for help, it is a good idea to ask them how they do it at school, you will then be able to adapt your support to their understanding rather than potentially inadvertently causing confusion, thank you.

### Science

Whenever possible, science will be hands-on. Learning to work scientifically is equally as important as gaining knowledge and understanding. Our first topic: Properties of Material, particularly develops the skills of working scientifically – namely asking questions and planning enquiries (especially understanding what fair testing is), conducting the enquiries, and making detailed observations and recordings before interpreting the findings and evaluating them. We have been comparing and classifying materials according to their properties and considering their uses based on discovered properties. We are also studying solubility and separation before learning that some changes are reversible whilst others are not. Our second topic is Evolution and Inheritance. To launch this topic, we shall need photographs of the children's relatives that show inherited features; I shall send out a detailed letter nearer the time. We shall be studying Charles Darwin and the impact that his work has had on our understanding of the origins and evolution of species. Also, this year, we shall have some fun making links with Greek mythical creatures - specifically chimera - by designing our own creatures created from two animals and deciding which features they will inherit.

### Religious Education

We have launched RE with the fascinating subject of creation and science by exploring whether the Christian and scientific explanations conflict or complement each other. This topic typically stimulates a lot of debate as we delve deeper into the subject. We have also found some fascinating links with some of the Ancient Greek's explanations of the creation of the Earth and the great flood! After half term, our studies move on to Hinduism, addressing the question: Why do Hindus want to be good? This will be explored by learning about the religious and moral laws guiding how practicing Hindus live their life, and Hindu beliefs surrounding reincarnation, the cycle of rebirth and the quest to ultimately attain release from the cycle.

### P.E.

PE is taught by Ms Hebden on a Monday and Mr Thomas on a Friday. Ms Hebden is primarily focusing on developing the children's cardio-vascular fitness levels which will really benefit them when we all compete in the inter-primary cross-country competition. Mr Thomas's lessons are more focused on developing sports skills.

### Geography

We have already discovered how atlases gained their names! The initial focus is on the acquisition of some basic knowledge and geographical skills with a focus on the Mediterranean and North America. We shall be extending compass and atlas skills - focusing on Greece (in readiness for the Ancient Greeks). We have been learning about latitude and longitude and applying this geographic coordination system to all "four corners" of the world. Longitude links well with learning about time zones and calculating times around the world whilst latitude will guide us towards gaining an overview of the world's basic climate zones. At that point, we shall hone our focus to the physical geography of Greece and then make links with how its physical geography strongly impacted the civilisation's development such as its isolated city states.

## History

After half term, we properly launch into our history topic: The Ancient Greek civilisation. Working as historians by evaluating evidence and looking at causes and effects will be a regular element of lessons. We shall study the many ways that our lives today have been influenced by this ancient civilisation before creating a timeline and gaining an overview of key dates. Focusing on Sparta and Athens, we shall learn about life in two contrasting city states. The Ancient Greeks' belief system with its large numbers of gods, demi-gods, and mythical creatures will also be learned about although we are almost daily gaining knowledge of these through studying myths and legends!

## Art & Design and Design Technology

In art and design, we are learning about Ancient Greek pottery and have started by close observational drawing techniques to understand how to give a 3-dimensional impression. We shall also learn about the different shaped pots and their uses and study an overview timeline of the development of pottery designs and replicate them. Time willing, we shall also learn about the three orders of columns in architecture.

In design technology, we shall be designing and making our own coil pots and decorating them in the Ancient Greek black-figure style. After this, we shall be designing and making custom-sized, protective packaging for our highly valuable artifacts! In addition, we are going to be making Christmas wreaths by willow weaving – we have already cut the withies in readiness.

## PSHE

Whilst following an annual plan of work, we address skills and understandings if/as situations arise as this has the most powerful impact.

In Term 1, the theme is Me and My Relationships. As children get older, learning how to negotiate friendships and be assertive without becoming aggressive or submissive can be very challenging but the social aspect of life takes on such significant importance to pre-teens and teenagers and the sooner children learn and hone these skills the better.

After half term, our theme is Valuing Differences. We are all unique and have something special to offer but it can be easy to view differences as negative. As children reach puberty and the teenage years, the desire to fit in and belong to a group and be like peers often increases – hopefully, we can challenge such views.

## Computing

In joint computing and PSHE sessions, we shall be addressing e-safety as well as welcoming Leah Davis, our Schoolbeat community officer, for the first of three online safety sessions in November. Our main focus over the next two terms will be on programming and to this end we shall be planning, coding and debugging a maze game based on Theseus and the Minotaur in the labyrinth.

## French

This term in French we will be focusing on our conversational language, revisiting colours, numbers and building our geographical knowledge of France as a country and French as a language. We will also be developing our phonics knowledge and understanding throughout the year.

In Term 2, we will focus on sentence construction using action verbs. We will learn how to compose positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able) and extend to more complex sentences using the conjunctions 'et' (and) & 'mais' (but).

## Music

Our topic is Classroom Jazz. The class is learning to recognise jazz as a musical genre, a little of its history, and respond with their opinions, we are playing tuned percussion instruments whilst learning some basic music reading skills and will have the opportunity to compose short pieces.

Homework: this information has been sent out separately in the front of homework books.

## Finally

If you have an area of expertise linked to our learning and would like to share it, please speak to me, I shall welcome your offers. Good communication between home and school is so important, so do please 'catch me' or make an appointment to see me if you have an area of concern.