









Corsham Primary School
Parent/Carer Curriculum Newsletter






Year: 5/6 Class Teachers: Mr Menhenitt, Mrs Ryan and Miss Richards

Autumn Term 2023
(5/9/23 – 20/12/23)

Your child will be focusing on the following objectives this term:

<p>Being a Mathematician</p> 	<ul style="list-style-type: none">• Numbers to 1,000,000 (Year 5)• Numbers to 10,000,000 (Year 6)• Powers of 10• Partition numbers correctly• Compare and order numbers• Round to the nearest 10, 100 and 1000• Round numbers within 100,000• Roman numerals to 1000• Mentally add and subtract• Add and subtract numbers using the column method• Round to check answers• Use inverse operations• Solve multi step addition and subtraction problems• Find missing numbers• Factors and multiples• Prime, square and cubed numbers• Use written methods for multiplication – up to 4 digits x 2 digits• Develop an understanding of short division• Develop an understanding of long division (Year 6)• Solve reasoning problems involving multiplication and division• Find fractions of an amount• Simplify fractions• Covert improper fractions to mixed numbers and mixed numbers to improper fractions• Compare and order fractions• Add and subtract fractions• Multiply and divide fractions
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none">• Write a narrative story• Write instructions• Prepare a balanced argument for debate• Use modal verbs or adverbs to indicate degrees of possibility• Use the perfect form of verbs to mark relationships of time and cause• Use devices to build cohesion, including adverbials of time, place and numbers• Use brackets, dashes or commas to indicate parenthesis• Use commas to clarify meaning or avoid ambiguity• Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

<p>Being an Author – Reader</p> 	<ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Retrieve, record and present information from nonfiction • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence
<p>Being a Scientist</p> 	<p>What does Earth look like from the solar system?</p> <ul style="list-style-type: none"> • Describe the movement of the earth and other planets relative to the sun in the Solar System • Describe the movement of the moon relative to the earth • Describe the sun, earth and moon as approximately spherical bodies • Use the idea of the earth’s rotation to explain day and night and the apparent movement of the sun across the sky
<p>Being an Engineer (Design Technology)</p> 	<p>Who is our twin?</p> <ul style="list-style-type: none"> • Use research and develop design criteria to create a banner to represent our home town or twin town • Use different stitches to sew a banner that represents a town and the features of it.
<p>Being a Musician</p> 	<p>What does earth look like from the solar system?</p> <ul style="list-style-type: none"> • Listen to music associated with space
<p>Being a Geographer</p> 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name and locate these European countries and capitals: Italy – Rome, Spain – Madrid, Germany – Berlin, France – Paris, Norway – Oslo, Ireland – Dublin • Know some of the main countries of the World and their natural/manmade landmarks • Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography:</p> <ul style="list-style-type: none"> • Describe the physical and human features of our twin town including: weather and climate, landscape, population etc and identify similarities and differences <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Compare Corsham to a region in North or South America and describe similarities and differences • Know how maps can be used to explore and compare the human and physical features of an area • Know how to read and use graphs to record features such as temperature or rainfall Present geographical information in a variety of ways to help in answering questions (labelled diagrams, tables, bar graphs, line graphs that compare weather, population for example.)
<p>Being an Historian</p> 	<ul style="list-style-type: none"> • The history of space and travel • Begin to think about the historical reason as to why we have a twin town.

Being an Artist 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example, pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history
Being an Athlete 	<ul style="list-style-type: none"> • Tag rugby: running, passing accurately, attacking, defending, team morale • Multi-skills and team building • Memory building skills • Trust building
Being a Philosopher (Religious Education) 	<ul style="list-style-type: none"> • Following religious teachings: fasting, feasting, festivals • Inspirational people: Jesus' teachings, the life of a Christian, qualities of a her, religious vocabulary, compare and contrast own beliefs and ideas
Being a Philosopher (PSHE) 	<ul style="list-style-type: none"> • Being Me in My World: <ol style="list-style-type: none"> 1. My year ahead 2. Being a citizen in my country 3. Responsibilities 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter • Celebrating difference: <ol style="list-style-type: none"> 1. Different cultures 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Does money matter? 6. Celebrating difference across the world
Being a Linguist 	<ul style="list-style-type: none"> • Recite a short text in Spanish • Names of buildings • Spanish high street, including at different times of day • Function of words in a sentence, including placement of adjectives • Hold a short conversation • Ask for a place and give directions • Understand and retell facts from a story • Christmas and New Year in Spain • Vocabulary, spelling and grammar

Other Information:

In Year 5 and 6, home learning will be set on a weekly basis. We will be providing home learning as an activity on Seesaw for your child to complete and then upload their finished tasks. It will be set on a Friday and then due in on the following Thursday. For each activity the children complete, receive a stamp on their home learning card, which earns them a reward when their home learning card is full.

Authors Home Learning includes reading, where children are encouraged to read for short periods daily. Your child will need to tick their reading record at least 3 times a week to show they have read. If the reading records are ticked and the reflections completed, your child will receive a home learning stamp. We will be checking these on a Monday.

Everyone will also be given a list of spellings for their home learning. They should practise these in their home learning book. We will teach a variety of spelling strategies that children can use and there will be a spelling challenge fortnightly. Please help your child to learn their spellings at home.

Your child should also be learning their times tables at home; please practise these three times per week to develop fluency. Your child will receive a Times Tables Rock Stars login. Please encourage your child to log on to this amazing website where they can practise their times tables in a fun and engaging way. We will also be completing weekly times table challenges in class where your child will need to recall the times table they are learning. Please spend time practising this times table at home.

The children will be taking part in both inside and outside PE this term. Please ensure your child has a complete labelled PE kit, including some black or dark track suit bottoms for outdoor games.

The children can bring a daily tuck of plain biscuits or fruit which they will be able to have during break time. Children are encouraged to bring in their own water bottles from home. They will be able to top these up if they finish their water bottle during the day.

We are looking forward to the term ahead and getting to know your children. If you have any questions then please do ask.