

Corsham Primary School



Parent/Carer Curriculum Newsletter






Year: 5/6






Class Teachers: Mr Menhenitt, Mrs Ryan and Mr Breese

Autumn Term 2024
(2/9/24 – 20/12/24)

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 in a fluent, joined hand in daily writing• Spell correctly common prefixes and suffixes• Speak clearly, confidently and audibly when speaking in front of the class• Use a wide range of punctuation and grammar• Write in a range of different styles• Vary sentence length and structure for effect• Use a broad and varied vocabulary when writing• Include a variety of literary effects to embellish writing• Use grammatically complex sentences• Plan quickly and effectively

<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 • Use inference and deduction to identify underlying themes • Pick out the features of different text types • Comparing and contrasting different text types • Developing skills of prediction, summarising and inferring
<p>Being a Scientist</p> 	<p>How are lives saved?</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system • Describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans • Identifying scientific evidence that has been used to support or refute ideas or arguments • Understanding who the leading figures in scientific thought are and what they have achieved
<p>Being an Engineer (Design Technology & Computing)</p> 	<p>Who were the greater engineers - Victorians or the Ancient Britons?</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of products • Generate, develop, model and communicate their ideas • Select from and use a wider range of tools and equipment • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria • Understand how key events and individuals in D&T have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Finding my media balance (Computing) • What is cyberbullying and what can I do to stop it? (Computing)
<p>Being a Musician</p> 	<p>How are lives saved?</p> <ul style="list-style-type: none"> • Create a soundtrack for our own individual Ted Talks presentation
<p>Being an Historian</p> 	<p>Who were the greater engineers - Victorians or the Ancient Britons?</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources • Develop an understanding of changes in Britain from the Stone Age to the Iron Age

<p>Being an Artist</p> 	<p>Who were the greater engineers – Victorians or the Ancient Britons?</p> <ul style="list-style-type: none"> • Understanding the aesthetics of great products through history and those who designed them • Evaluating products • Use the artwork of William Morris to create their own floral design • Investigate shading techniques using colouring pencils and graded pencils
<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Apply physical skills, such as balance and control • Develop skills in team game situations, including hockey • Demonstrate accuracy, consistency and clarity of movement in gymnastics • Use personal and social skills to work collaboratively, exploring ways to communicate effectively to complete tasks
<p>Being a Philosopher (Religious Education)</p> 	<p>Islam</p> <ul style="list-style-type: none"> • What is the best way to show commitment to God <p>Christianity</p> <ul style="list-style-type: none"> • Christmas and its significance to Christians
<p>Being a Philosopher (PSHE)</p> 	<p>Being me in my world – Jigsaw</p> <ul style="list-style-type: none"> • Understanding my place in the class, school and global community as well as devising learning charters <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Anti-bullying - cyber and homophobic bullying • Diversity work
<p>Being a Linguist</p> 	<p>Spanish</p> <ul style="list-style-type: none"> • Homes and items in the home

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 complete their reading record each time they read. Your child will receive a home learning stamp if they have read at least 3 times a week. 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 these 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.