



Corsham Primary School






Parent/Carer Curriculum Newsletter







Year: 5/6 Class Teachers: Mr Menhenitt, Mrs Hawkins, Mrs Pegrum and Miss Cole

Autumn Term 2021

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

<p>Being a Mathematician</p> 	<ul style="list-style-type: none">• Identify the value of digits using knowledge of place value• Write large numbers correctly• Partition numbers correctly• Compare and order numbers• Solve number and practical problems on place value• Round integers accurately• Understand Roman numerals to 1000• Use negative numbers correctly and calculate intervals across zero• Solve number and practical problems on rounding numbers and negative numbers• Count in 10s, 100s, 1000s, 10000s and 100000s (year 5)• Use the column method for addition and subtraction• Solve addition and subtraction multistep problems• Use written methods for multiplication – up to 4 digits x 2 digits• Develop understanding of short and long division• Solve reasoning problems involving multiplication and division• Use inverse operations• Develop understanding of multiples and factors• Identify prime numbers and prime factors• Understand square and cube numbers• Develop understanding of the order of operations - BIDMAS/BODMAS (year 6)• Simplify fractions• Place fractions on a number line• Covert improper fractions to mixed numbers and mixed numbers to improper fractions• Compare and order fractions• Add and subtract fractions• Multiply and divide fractions• Find fractions of an amount
<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"> • 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>What does earth look like from the Solar System? What do forces actually do?</p> <ul style="list-style-type: none"> • Name the planets in the solar system and put them in order of distance from the Sun. • Describe the celestials essential to us on planet earth and their relationship (Sun, Moon and Earth). • Understand how the rotation of the earth and moon around the Sun create the different seasons, day and night and months of the year. • Understand how the different forces effect each other. • Investigate air resistance and water resistance. • Understand how different resistances effect moving objects.
<p>Being a Geographer</p> 	<p>What does earth look like from the Solar System?</p> <ul style="list-style-type: none"> • Locate the World’s countries, using maps to focus on Europe and North and South America. • Use latitude, longitude to investigate where the Equator is. • Locate and understand the difference between the Northern Hemisphere and Southern Hemisphere. • Investigate why different parts of the planet have different amounts of sunlight: Arctic and Antarctic Circle. • Discover different time zones.
<p>Being an Engineer</p> 	<p>What do forces actually do?</p> <ul style="list-style-type: none"> • Design a model using sketches, annotations and investigations • Communicate ideas through discussion – verbally explaining how your design will work using forces language and key words • Investigate existing designs and models. • Evaluate how existing designs and models work using different forces and mechanisms. • Understand and use mechanical systems such as pulleys, cams, levers, linkages and gears.
<p>Being a Musician</p> 	<p>What does earth look like from the Solar System?</p> <ul style="list-style-type: none"> • Create a soundtrack for a space documentary. • Understand why a producer/ director chooses certain music during a space scene or film. • Describe ambient space music. • Understand why different music is used for effect on the audience.

<p>Being a Historian</p> 	<ul style="list-style-type: none"> • Understand the progression of space travel through history. • Identify key people who influenced space travel. • Investigate great artists, architects and designers in history
<p>Being an Artist</p> 	<ul style="list-style-type: none"> • Understanding the aesthetics of great products through history and those who designed them • Evaluating products • Use a variety of skills (perspective) to create individual art work • Improve mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example, pencil, charcoal, paint, clay) • Investigate great artists, architects and designers in history
<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Develop cognitive skills, focusing on coordination (ball skills) and agility (reaction/response) • Develop skills in team game situations, including tag rugby • 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>Feasting and Fasting</p> <ul style="list-style-type: none"> • Understand which different religions fast and why. • Recognise the different foods we eat when celebrating different calendar events (Christmas, Easter, Birthdays). • Understand the story and meaning of Lent and Easter. • Discuss and understand what Ramadan is. • Discuss and evaluate your own opinion on fasting.
<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 • Understand the rights of a child <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"> • Places and buildings found on the high street • Giving different directions

Other Information:

In Year 5 and 6, homelearning will be set on a weekly basis.

Learning Logs will be sent home to keep a record of homelearning. These books should stay at home, unless discussed with your child's teacher. Homelearning will be set on Seesaw weekly on a Friday, to be completed and uploaded by the following Friday. Each week there will be a maths activity and an activity based around our Enquiries. In addition, we will set ten spellings every two weeks.

There will be two PE sessions a week, inside and outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Children have access to water bottles and the water fountain throughout the day.