St Giles CE Primary School

Curriculum Information Year 5 and Year 6 Autumn Term 2023

A Message from Mrs Rogers

Homework

There will be Maths and English homework set every week. A menu of reading based activities is stuck into the front of the Homework Book, with instructions on how to complete this. I also expect the children to read regularly with parents at least 3 times per week. This is crucial; even if your child is proficient at decoding, it is essential that they fully understand what they are reading and this comes through discussion with others. Please record in your child's **Planner** when you have read with them. Homework will be reviewed during the school year and may be subject to change.

Homework is due in on WEDNESDAY.

Times Tables

Most of the maths we learn in these two years is heavily reliant on rapid recall of times table facts. It is essential that your child is confident with all tables. Please encourage them to practise regularly on Times Tables Rockstars. Just 5 minutes per day can make a huge difference.

Spelling

The words the children need to practice for spellings are on Spelling Shed, and you I have included a copy of the words and spelling rules to be learned each week As with TT Rockstars, a daily 5 minutes is all it takes for the children to become proficient in the spelling patterns being learned. There is also a Hive Game that the children can play online with one another by sharing the code – this is just another fun way to embed the spelling rules.

PE

PE takes place on Wednesdays with Mr Titterton. Children should have a full PE Uniform in school, which will stay in school for the full half term, and a water bottle. **PLEASE NOTE:** Children will change for PE in school ad should come to school in normal school uniform **EVERY** day.

How can you help?

You are a huge part of your child's learning. Ask them what they have **learned.** Listen to them read, read to them and let them see you read. Talk about the books they, and you, are reading. There is a useful booklet for parents about this on the school website.

Autumn Term 1 Year 5 and Year 6: Local History and the Village of Eyam

	As **Readers** we will explore stories based around the Great Plague. Our English will be based on Children of Winter by Berlie Doherty, a local author. We will also read the 3rd in the Journey Trilogy by Aaron Becker: Return
	As **Writers** we will use our writing skills to write both chronological and non-chronological reports. We will also write a narrative text as part of a whole school writing project based on the Journey Books by Aaron Becker.
	At **Mathematicians** we will order fractions using <>=; we will calculate with fractions using addition, subtraction, multiplication and division. We will use our knowledge of times tables to find the highest common factor, common multiples, amd multiples knowledge to find equivalent fractions
	As **Scientists** we will learn about how humans change over time as they age, including the gestation period of mammals, and what keeps the body healthy..

	As **Historians** we will learn about the history of the plague and the impact the actions of the villages of Eyam had on the spread. We will explore the causes of the plague, how it spread, treatments and how victims were treated by others. We will also visit Eyam Museum and explore the Geography of the village in preparation for the second half of the Autumn term.
	In **Computing** we explore how data is transferred over the internet. Initially, we move on to the makeup and structure of data packets, then how the internet facilitates online communication and collaboration; we complete shared projects online and evaluate different methods of communication. Finally, we learn how to communicate responsibly by considering what should and should not be shared on the internet.
	In **RE** we will explore and think about the message that Jesus brought and how he might behave in certain situations. We will explore what this means for Christians today as they try to live their lives according to the way Jesus acted and taught.
	As **Musicians** we will work together to look at how music brings us together. We will look at how music and songs are often created and composed using a DAW (Digital Audio Workstation). We will listen to the difference between the live sounds and digital sounds – and see if we can spot which is which? We will use digital technology to compose and play music.
	As **Artists** we will develop our drawing skills, exploring shape and how these can be used to place the key elements in a composition; lines which can by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing and texture using different materials. These will be combined to create the same images but using a range of different techniques and materials; this will culminate with making and using a collagraph plate for printing.
	In **French** we will develop the language skills to present both orally and in written form about what we have and do not have in our pencil cases and/or school bag in French. We focus on using grammar we have already learned to build fluent sentences and conversation.
	In **PSHE** we will explore both legal and illegal drugs and the effects that they have on the human body. We will think about what makes drugs addictive, and how and why they are appealing to people. We will also explore peer pressure, and our response to that.
	In Design Technology we will explore the structure of bridges, identifying weaker and stronger shapes. We will look at how we can use these to design and build a bridge of our own.

	1. Words ending in '-tious' and '-ious'	2. Words ending in '–cious' '	3.Words ending in /shul' spelled. '-cial	. 4 Words ending in /shul/ spelled '-tial'	5.Words ending in /shul/ spelled '-cial' and '-tial'	6.Challenge words	7.Words ending in '-ant'
Year 5	infectious	luscious	crucial	influential	controversially	immediately	elegant
	notorious	conscious	beneficial	impartial	financial	thorough	vacant
	amphibious	gracious	facial	residential	initially	vegetable	distant
	curious	ferocious	artificial	torrential	financially	convenient	ignorant
	ambitious	malicious	especially	confidential	provincial	sufficient	fragrant
	obvious	atrocious	multiracial	essential	controversial	conscious	tolerant
	devious	spacious	special	circumstantial	spatial	language	abundant

	fictitious	precious	official	substantial	initial	cemetery	brilliant
	nutritious	suspicious	judicial	potential	commercial	environment	dominant
	repetitious	delicious	glacial	preferential	palatial	appreciate	constant

	11. Words with the short vowel sound /i/ spelled ‘y’	12.Words with the long vowel sound /igh/ spelled ‘y’	13.Adding the prefix ‘-over’	14.Words with the suffix ‘-ful’	15.Words that can be nouns and verbs	1.Challenge Words	16.Words with an /oa/ sound spelled ‘ou’ or ‘ow’
Year 6	rhythm	multiply	overtired	merciful	permit	available	shoulder
	system	hyphen	overslept	bountiful	impact	existence	smoulder
	symbol	rhyme	overcoat	plentiful	produce	prejudice	mould
	mystery	hygiene	overbalance	fearful	silence	competition	thrown
	lyrics	python	overlooked	faithful	increase	suggest	known
	oxygen	identify	overthrow	boastful	contest	accommodate	blown
	typical	apply	overreact	doubtful	object	determined	window
	lyrics	occupy	overpaid	thankful	freeze	rhyme	shallow
	antonym	recycle	overturned	pitiful	subject	identity	soul
	crystal	supply	overcooked	fanciful	transport	muscle	poultry