



Trent Young's CE School
Curriculum information
Owl Class
Autumn 1 2024

Dear Parents/Guardians,

We hope that you've had a great summer and it has been great to see the children back in school and embracing being in Year 5 and 6 already. We have a really exciting year planned for the children and look forward to seeing how much they grow and develop over the next three terms.

We place a huge emphasis on independence during Yr 5/6 so we expect the children to take much greater responsibility for their learning than they may have done before. They need to ensure that they have what they need for their day at school including their homework diaries and jotters, pencil cases and PE kits. We will also endeavour to get outside for PE in most weathers so ensuring that your child has warm clothing e.g. jogging bottoms and PE hoodie, in addition to their normal PE kit is really important. Alongside this, it is vital that the children have a warm, waterproof coat to keep them warm and dry at break and lunchtimes (even if it's not raining when they leave the house in the morning).

The vast majority of the homework set this year will be via Teams. We often see our Year 5/6s really embracing using Teams for this and, as they grow older, children should become more independent with this and should be able to complete their work with minimal help or supervision. We will often use the children's Office365 logins in school so it would be very helpful if they know this, along with their Mathletics and TT Rockstars login details.

We have already booked our Year 6 residential to YHA Bracken Tor for Wednesday 25th - Friday 27th June so Year 6 parents will receive information about this very soon! We also have a class trip to Longleat coming up in late November so details for this will come out in the next few weeks.

Thanks in anticipation of your support over the year ahead and if you've got any questions or queries, then do feel free to pop in or email us via owl@trentyoungs.dsat.org.uk.

Mr Hamblin and Miss Hamm

Additional Information

- Homework will be set weekly via Teams. All reading should be recorded your child's homework diary. Whilst a good proportion of our reading work in school will focus on comprehension, when your child is listened to in school, we will record this in their homework diary.
- Please ensure all uniform, including PE kit is named. Whilst our PE days are Wednesdays and Fridays, PE kit should be in school every day. In addition to this, children will also need their trainers in school every day to allow them to complete our daily mile.
- Please encourage your child to reduce the amount of belongings that they bring to school. The children only need their reading book, homework diary, homework jotter and lunch/drink on a daily basis.

Home Learning

	Maths
	Your child will receive maths homework on a Wednesday, and this should be handed in by the following Monday. This work should take no longer than 20 minutes.
	Individual extra tasks may be given from time to time to reinforce learning in class. Times tables should be practised on a daily basis as necessary.
	English
	Your child will receive English homework on a Friday, and this should be handed in by the following Wednesday. This may focus on punctuation and grammar or a sentence-level writing task. This work should take no longer than 20 minutes.
	Spelling
	Your child will be given a new rule to learn every Monday. Details of the rule or pattern to be learnt, together with examples of words, will be sent home on this day. Your child will be tested on some of the words in the list on Friday, and also other words that use the same pattern to ensure that children are learning to apply what they have learnt. It is very helpful to spot words that fit the week's rule or pattern with your child and discuss these, for example where the tricky parts might be.
	Reading
	Reading books and reading records should be brought to school and taken home every day. Ideally your child should read every day, including some time spent reading to an adult and discussing what has been read. All reading should be recorded in their homework diary, and we expect to see a minimum of four reading sessions at home every week. This can be from a range of texts (e.g. comics, school reading book, newspapers, online) and extra team points may be awarded for additional comments about their reading. Reading records are checked on Mondays.

Curriculum Coverage

Maths	Each year group will be taught separately within maths lessons to ensure coverage of age-appropriate objectives and skills. <table border="1"> <thead> <tr> <th data-bbox="346 322 906 360">Year 5</th><th data-bbox="906 322 1471 360">Year 6</th></tr> </thead> <tbody> <tr> <td data-bbox="346 360 906 1897"> This half term, we will cover the following objectives: <u>Number and place value</u> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and Subtraction</u> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <u>Multiplication and Division</u> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 </td><td data-bbox="906 360 1471 1897"> This half term, we will cover the following objectives: <u>Number and place value</u> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. <u>Addition, Subtraction, Multiplication and Division</u> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. </td></tr> </tbody> </table> <i>You can help your child by giving them opportunities to apply their knowledge of negative numbers. As the weather begins to cool, they could look at how temperatures change over the course of a day. You could also guide them towards recognising the size of different numbers e.g. knowing that there are 7 hundreds in the number 8, 943, 724.</i>	Year 5	Year 6	This half term, we will cover the following objectives: <u>Number and place value</u> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and Subtraction</u> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <u>Multiplication and Division</u> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19	This half term, we will cover the following objectives: <u>Number and place value</u> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. <u>Addition, Subtraction, Multiplication and Division</u> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
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English

This half term, we will focus our English work around *Holes* by Louis Sachar with the children working on three main themes:

- Setting description
- Non-chronological reports
- Text-based predictions/writing the next part of a story

Through this, each year group will focus on the following areas:

Year 5	Year 6
<u>Setting Description</u> - Using expanded noun phrases to convey complicated information concisely - Use evocative language to engage and excite the reader and create atmosphere - Describe settings and characters with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace and atmosphere. - Remove overused subjects in a sentence by combining sentences	<u>Setting Description</u> - Use evocative language to engage and excite the reader and create atmosphere - Use a wider range of subordinating and co-ordinating conjunctions to create multi-clause sentences - Remove overused subjects in a sentence by combining sentences - To identify the subject and object of a sentence.
<u>Non-Chronological Report</u> - To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining. - To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). - Use a wider range of subordinating and co-ordinating conjunctions to create multi-clause sentences	<u>Non-Chronological Report</u> - Use technical vocabulary - To use bullet points to list information and punctuate these correctly. - To select appropriate organisational and presentational devices for effect, to structure text and guide the reader. - To know that the different types of determiners are articles, possessives, quantifiers and demonstratives.
<u>Text-based prediction</u> - To know that parentheses are used to add extra information in to a sentence (when removed the sentence still makes sense on its own). - May include changes in chronology by not telling the events in order (time shifts, flashbacks, backtracking). - To know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch.	<u>Text-based prediction</u> - May include changes in chronology by not telling the events in order (time shifts, flashbacks, backtracking). - Drop clues to encourage involvement through prediction, (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...) - To accurately and consistently punctuate speech when the speaker is before, after or in the middle of direct speech.

You can help your child with their writing by ensuring that any work produced at home is written neatly and that they have proof-read their work for spelling and punctuation errors. It would be useful if your child is able to read texts that are designed for different purposes e.g. information texts, as it will help them to develop the correct style in their own writing. Your child may also like to practise their writing skills by writing additional stories, letters or by keeping a diary for a short period of time.

Much of our guided reading this year will be based around class books. The first book that we'll study will be *Beetle Boy* by M.G. Leonard as we follow Darkus Cuttle as he solves the mystery of his father's disappearance whilst also living next to the most disgusting neighbours ever.

	<i>You can help your child by asking your child questions about books that they are reading. Whilst a lot of their reading will be independent, checking that they are understanding and 'taking in' the information that they are reading is as important as reading itself.</i>
Science	Year 5s unit this half term is 'Forces'. We will be learning about and exploring the impact different forces have upon objects, including gravity, air and water resistance, and friction. We will also discover important scientists: Isaac Newton and Galileo Galilee! <i>You can help your child by doing some research into why Isaac Newton and Galileo Galilee became such famous, important scientists, or by creating your own mini parachute to test the forces of gravity and air resistance upon it!</i> Year 6 will learn all about animals, including humans. We will begin by learning about the structure and function of the circulatory and digestive systems. Our work will then explore the impact that different factors have upon our health, including diet, toxins and exercise. <i>You can help your child by helping them to notice the how their heart rate changes in different situations. They could also consider the different parts of their diet and how healthy this is.</i> <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
History	Each half-term, our learning will alternate between history and geography to allow us to fully explore the area of learning we are focusing on. We are focusing on a very exciting local history study as we consider what the village would have been like during the English Civil War. We will begin by learning about the Stuarts with a focus on who Charles II was before we learn more about the Battle of Worcester which led to Charles needing to escape the country. From here, we will find out about Charles' stay at Trent Manor House during 1651 as we consider the reasons for his stay in Trent, whether we would have wanted to be in his situation and the sorts of things he would have done in Trent. Our work will then consider the restoration of the monarchy in 1660 and what this meant for Charles II. <i>You can help your child by helping them to think about how they know about events that happened in the past. You might also like to take a walk in the footsteps of Charles II along the Monarch's Way in Trent.</i> <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
Art and Design	Our first artistic pathway for this year is called 2d drawing to 3d making as we consider the process taken to create sculptures from flat drawings. We will start by exploring the work of Lubania Himid and the nature of her 3d creations, which are just 2d drawings placed in space. We will then learn about using the grid method to scale up images that are created using negative space (black silhouettes which encourage us to look at the space left) before adding tone and pattern to these using collage. We then look forward to applying this to creating a sculpture of our own which will involve us following the same process - look out for these appearing around school as they will probably be of a decent size!!

RE	To start our RE work this year, we will learn about 'Kingdom of God' within Christianity. Through this, we will begin by exploring the Lord's Prayer as the prayer that was taught to the disciples by Jesus to consider what we can learn from its words. We will then analyse two parables - the Feast and the Parable of the Tenants to think about what we can take from their messages - particularly around how Christians may seek to get to Heaven. Our work will then shift to explore how Christians put their beliefs into action by analysing hymns, learning about the work of Christian charities and planning projects that could make the world a better place. <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
Computing	To start this year, we will build upon computer networks and systems knowledge from previous years as we learn about how we communicate and collaborate using networks, including the internet. We will start by learning about what we use the internet for and what this means for how data is transferred through data packets. We will then demonstrate our learning from this by collaborating with peers on an online project, where all work is completed online. The final part of our unit will then allow the children to reflect upon the nature of communication both in terms of copyright laws and how to safely communicate online.
PE	This half-term, we will begin our outdoor PE work by learning the different skills needed to play football. Whilst this will mainly involve skills practice, such as controlling the ball, passing, dribbling, defending and shooting, we will also consider the tactics needed and how to work well as a team. During indoor sessions, we will develop our dance skills as we create an 'Olympics-inspired' routine which translates movements from Olympic sports into ideas for actions. We will focus on dancing in canon and unison, and at different levels, to ensure we highlight different parts of our routines.
DT	Our DT work this half term will focus on cooking and nutrition through a unit called 'Come Dine With Me! We will begin by considering the different characteristics of the ingredients we use and eat regularly and why this means they may be used in a recipe. We will then focus in further on ingredients as we consider our 'hero' ingredients which will underpin our recipes and how they can be used in a range of ways. This will then feed into us creating our own three course meal in groups to then allow us to evaluate our work whilst also focusing on our technical skills e.g. chopping, grating, peeling, cooking.
PSHE	This half-term, our focus in PSHE will be upon our relationships with others. We will begin by considering how we can work together in groups before we consider what to do when you might disagree with what someone else is doing or saying. This will involve a consideration of conflict resolution before we think about what good, stable friendship actually looks like. Finally, we will explore our own emotional needs and what it means to be assertive in different situations.
French	French is taught by our French specialist, Madame Ferguson. Year 5: In French we will use our speaking, listening, reading and writing to explore a variety of language structures. Grammar will receive increasing focus in our written tasks as we identify the similarities and differences between English and French. We will build on prior knowledge from Year 4, to learn about starting school in France, use numbers to tell the time, food and drink, as well as Halloween later in the term. Year 6: This term, we will explore going back to school for French children as well as writing to our French penfriends in Normandy for the first time. We will explore a range of language structures as we use our speaking, listening, reading, writing and grammar skills. We will focus on food, sport, the weather, seasons and the geography of France, especially La Normandie as we start our school twinning with École Levaufre, Donville-les-Bains, near Granville.

Music	Our music focus this half term will be on looping and remixing as we turn into DJs! We will begin by learning what it means to loop a piece of music with a focus on body percussion. This will then see us using Chrome Music Lab to create our own musical loops using different bar lengths, note lengths and instruments. Our focus will then turn to remixing 'Somewhere over the rainbow' from The Wizard of Oz as we take loops and add them to different background beats and then use these parts to loop our own remixes to share with the class.
Collective Worship	Collective Worship is based on our vision 'Let your light shine' taken from Mathew 5:14-16, and our Christian Values, which are taken from Galatians 5: 22-23: " But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, and faithfulness. The Church of England's values of wisdom, hope, community and dignity are also explored and developed through our Worship. This half-term we are looking at wisdom under the theme 'knowing a God who helps us to be wis'', with particular emphasis on joy, patience, self-control, faithfulness, gentleness and love. • Thankfulness - Luke 17:11-19 • The words of Jesus - Matthew 7:24-29 • Wisdom for life - Proverbs: 4.13, 19.27 • Wisdom for life - Proverbs 20.11, Matt 7. 16-20 • Harvest gifts - Deuteronomy 8:10 • What's in a name? (<i>Elohim; the names used to describe Jesus</i>) - Genesis 1:1-27 • What's in a name? (<i>El Roi; The God who sees everyone and everything</i>) - Genesis 16:13; Psalm 121: 3-8 • What's in a name? (<i>El Shaddi; God Almighty- for whom nothing is impossible</i>) - Genesis 15: 5 -7