



Trent Young's CE School
Curriculum information
Owl Class
Autumn 2 2024

Dear Parents/Guardians,

Thank you so much for all of your support throughout the first half term of the year; the children have settled brilliantly into Owl Class and their attitude towards their learning has been fantastic. We look forwards to seeing what else they can achieve over the rest of the year!

As I'm sure you'll see from the subject sections below, we have some exciting learning planned this half term, including a brilliant school trip to extend the children's learning in science. I'm also hoping that the children should know a lot more about our plans for Christmas in the next few weeks as we're taking a slightly different direction this year, but still look forward to putting on a spectacular performance.

Year 6 parents should have now received information about our residential visit later in the year. We will finalise the payment plan in the first few weeks of this half term so you can spread the cost over the next few months. You should have also received information about our Year 5/6 trip to Longleat on Friday 29th November - further information will follow nearer the time once we know about the weather forecast and how much the children will need to wrap up!

The children have succeeded in using Teams for their homework this half term and have shown great independence. This saves a huge amount of paper and it is hopefully easier for you to keep an eye on what has been set/completed via Teams, compared to a homework book. We will often use the children's Office365 logins in school throughout this half term so it would be very helpful if they know this, along with their Mathletics and TT Rockstars login details.

As the weather cools over the coming months, it is really important that children have a warm, waterproof coat with them every day as we will endeavour to get them outside whenever we can. Likewise, please ensure that your child has their full PE kit in school every day, including tracksuit bottoms and a blue PE hoody. Please can girls also ensure they have a change of shorts, rather than just the shorts that many of them wear under their skirts every day.

Thank you 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 uploaded onto Teams in advance of Monday. 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="346 322 903 360">Year 5</th><th data-bbox="903 322 1469 360">Year 6</th></tr> </thead> <tbody> <tr> <td data-bbox="346 360 903 1496"> This half term, we will cover the following objectives: <u>Multiplication and Division</u> - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context <u>Fractions</u> - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number - add and subtract fractions with the same denominator and denominators that are multiples of the same number </td><td data-bbox="903 360 1469 1496"> This half term, we will cover the following objectives: <u>Fractions</u> - use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form - divide proper fractions by whole numbers - associate a fraction with division and calculate decimal fraction equivalents - identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places - multiply one-digit numbers with up to two decimal places by whole numbers - use written division methods in cases where the answer has up to two decimal places - solve problems which require answers to be rounded to specified degrees of accuracy - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. </td></tr> </tbody> </table> <i>You can help your child by giving them opportunities to apply their fractions knowledge to the world around them e.g. scaling a recipe, spotting price savings when shopping, how they can split different amounts using fractions.</i>	Year 5	Year 6	This half term, we will cover the following objectives: <u>Multiplication and Division</u> - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context <u>Fractions</u> - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number - add and subtract fractions with the same denominator and denominators that are multiples of the same number	This half term, we will cover the following objectives: <u>Fractions</u> - use common factors to simplify fractions; 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English

This half term, we will focus our English work around War Horse by Michael Morpurgo and Christmas Carol by Charles Dickens with the children working on three main themes:

- Historical narrative
- Character description
- Persuasive letters

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

Year 5	Year 6
<u>Historical Narrative:</u> • Use commas to clarify meaning and avoid ambiguity. • Deploy tense choices that support cohesion by making links e.g. he had seen her before (use of the perfect form of verbs). • Use taught techniques (conjunctions, adverbs and adverbial phrases and dialogue) to control the pace of the narrative (giving more/less detail in more/less important parts of the story). • Ensure correct subject and verb agreement when using singular and plural <u>Persuasive Letter</u> • To show awareness of different levels of formality linked to different types of writing (diary/report) • Know formal writing contains no contracted words or abbreviations and draws on more technical language • Sequence of arguments as points with some elaboration. • Convey a convincing viewpoint using the point of view of others or 'factual' data to support or contrast writer's own opinion. • To indicate degrees of possibility with adverbs and modal verbs. <u>Character 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. • Create different emphasis in sentences through word order and noun phrases	<u>Historical Narrative:</u> • Use taught techniques (conjunctions, adverbs and adverbial phrases and dialogue) to control the pace of the narrative (giving more/less detail in more/less important parts of the story). • To use semi-colons, colons and dashes to mark clauses. • Use figurative language to enhance meaning or imagery <u>Persuasive Letter</u> • To ensure the consistent and correct use of tense throughout a piece of writing. • To consistently use a range of tenses, showing assured control. • To use decisions about intended formality to dictate writing style, vocabulary and speech choices. • To understand that there is a scale of formality. • To use the subjunctive form of the verb to emphasise formality, urgency or importance (switch 'was' for 'were' to create the subjunctive mood to describe a dream or wish.) <u>Text-based prediction</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 • Use a hyphen to avoid ambiguity.

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. persuasive 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 which will hopefully expose the children to as much high quality literature as possible. Having enjoyed working

	on Beetle Boy, we'll now focus on Louis Sachar's Holes to build on the work we started in English last half term. We look forward to hearing about how Stanley can resolve the issues that seem to be arising at Camp Green Lake. <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. Equally, please delve deeper into your child's understanding of a text by asking them to add evidence to their answers about information they've inferred.</i>
Science	Year 5 will be learning about 'Living things and their habitats' with a focus on life cycles. The children will observe and compare differences in life cycles of mammals, birds, insects and amphibians. They will dig into the process of metamorphosis in insects and research into the duck-billed platypus, explaining why they differ from other mammals. <i>You can help your child by exploring the life cycles of different species, such as your child's favourite animal!</i> Year 6 will learn about evolution and inheritance. The children will consider what we can learn from fossils, how animals are adapted to live in different environments, how organisms have evolved over time and how characteristics are inherited from parents. Finally, we will explore the work of Darwin and what this means for the world around us. <i>You can help your child by helping them to notice how animals are different within the same species, e.g. differences between different breeds of dog.</i> <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
Geography	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. Our geography unit this half term focuses on the vicious nature of Planet Earth as we explore the cause and effects of earthquakes, volcanoes and tsunamis. We will begin by learning about the cause of earthquakes with a focus on tectonic plates. This will also see us explore the locations of major earthquake zones such as the 'Ring of Fire' and why we are more likely to see seismic events here. Our work will then shift to volcanoes as we learn about their structure and formation. Finally, we will think about why not all earthquakes lead to death and destruction as we consider earthquake-proof buildings and the actions communities take to make them less likely to be impacted. <i>You can help your child by helping them to think about the locations in the world that family members may have visited and whether they were more likely to be impacted on by earthquakes and volcanoes.</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 next artistic pathway this year is focused around activism as we consider how posters can convey a message. We will begin by exploring the work of Luba Lukova whose work sends clear messages through complex artwork. We will then compare this work with posters created by Shepard Fairey to help us to find our own 'message' to use in future

	work. Our unit will then conclude with a focus on creating a collaged newspaper background which we will then screenprint our 'message' onto. Look out for these posters appearing around school!
RE	Our RE work this half term will allow us to reflect upon the Christian idea of Incarnation and Jesus coming to Earth, without too much focus on Christmas! To show this, we will start with a focus on the Easter story as we consider what we can learn from Jesus' entry into Jerusalem. We will then turn our attention to the story of the Transfiguration and how Christian behaviour today reflects the ability to be transformational. Finally, we will consider whether a messiah is still needed in the world today and what they might look like. <i>For more information about this unit of learning, please see the knowledge organiser on our class website page HERE.</i>
Computing	This half term, our work will see us turn into web designers as we use GoogleSites to allow us to build our own pages. We will start by exploring the process of creating a webpage and what makes an effective site. Using GoogleSites, we will then start to create our own websites with a focus on ensuring that the site works on different devices. As we then conclude our webpage construction, we will learn about copyright rules to check that the information we use is not plagiarised and that the information we link to is safe and appropriate.
PE	This half-term, we will begin our outdoor PE work by learning the different skills needed to play netball. Whilst this will mainly involve skills practice, such as mastering the different passes required and developing the correct movements, we will also consider the tactics needed and how to work well as a team. During indoor sessions, we will develop our yoga skills as we seek to develop our balance, strength and flexibility. We will begin by revising some of the moves from previous years before starting to create our own routine for others to follow.
DT	We had a slight change of plan in our DT work last half term meaning that our planned unit of 'Come Dine With Me' has shifted to this half term instead. As part of this, we will be developing our knowledge of healthy food choices by considering the ingredients that are in our foods and how much of the food we eat is highly processed. We will develop our technical skills e.g. chopping, grating, peeling to make a Mirepoix initially which we will use for a soup to act as our starter. Our main course will be an adaptation of Lasagne where the children will consider the ingredients they need and how they could adjust these to make them healthier. Finally, our dessert will aim to be a quick fruit-based course which can be made in under 15 minutes. We look forward to sharing our work with you later in the term through an information guide about how we can all make healthy choices.
PSHE	This half-term, our focus in PSHE will be upon valuing difference. Throughout this unit, we will explore the different reasons that people may be treated differently and the steps we can take to challenge this. This will see us learn about different faiths and cultures, racism, sex and gender, and the reasons people may be discriminated against due to this. Finally, we will consider how the impressions we get of someone from an online persona may be very different to their real-life personality.
French	French is taught by our French specialist, Madame Ferguson, every Wednesday. Year 5: In French we will use our speaking, listening, reading and writing to explore a variety of language structures. Grammar, particularly masculine and feminine nouns, adjectives and phonics will receive increasing focus. We will start to learn how to conjugate verbs and will build on prior knowledge to learn about Halloween and the Jour du Souvenir (Remembrance Day), in France. Towards the end of term, we will focus on the traditions connected to St. Nicolas and Noël.

	Year 6: This term, we will learn about Halloween and the Jour du Souvenir (Remembrance Day), in France. In December we will explore the tradition of St. Nicolas and Noël. We will continue our learning as we apply a range of language structures we practise in speaking, listening, reading, writing and a range of grammar activities.
Music	Our music focus this half term will be on the Blues. We will begin by exploring what gives this style of music its particular sound as we listen to Moanin' Lisa Blues from the Simpsons to start to unpick both the lyrics and the music. This will then allow us learn about and play the 12-bar blues as we learn more about chords and their role within music. We will then finish by improvising using the blues scale to create our own compositions.
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 'learning from others so we can help to make our world a better place', with particular emphasis on faithfulness, love, peace, kindness and goodness, patience, and joy. • Who am I? - 1 Samuel 16-17 • Remembrance - Matthew 5:9 • Positive relationships: we all need friends - 1 Samuel 19:1-10 • Leaders of God - Psalm 78:72 • Advent: the one to come - Isaiah 9:2 and Isaiah 9:6 • Christmas joy - Luke 2:10