



Trent Young's CE School
Curriculum information
Owl Class
Spring 1 2025

Dear Parents/Guardians,

I hope that you've had a safe and restful break and that the children are ready for the excitement of the spring term. Thank you so much for all of your support throughout the year so far; the spring term is always a great one where children always make a huge amount of progress, both academically and socially.

We always find the spring term to be a strange one weather-wise, so it is vital that the children have a warm, waterproof coat to keep them warm and dry at break and lunchtimes. We will also endeavour to get outside for PE in most weathers so please ensure that your child has their full PE kit in school everyday, 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 everyday.

Year 6 parents should now have received the initial information about our residential visit to Okehampton. In these first weeks of the spring term, we will send out full details of the visit, including a payment plan.

There will also be a SATs information meeting held in the first few weeks of the spring term. Further details will follow about this soon but we will run through what the test week will involve and the steps we will take to prepare the children for the tests in the coming months.

The children have succeeded in using Teams for their homework over the autumn term and have shown great independence. As set out in the section below, we will set maths homework on Wednesdays (due in on Mondays) and English-based homework will be set on Friday (due in on Wednesdays). We will often use the children's Office365 logins in school throughout the year so it would be very helpful if they know this, along with their Mathletics and TT Rockstars login details.

Thanks in anticipation of your support over the course of 2025 and if you've got any questions or queries, then do feel free to pop in or email me via owl@trentyongs.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 1473 360">Year 6</th></tr> </thead> <tbody> <tr> <td data-bbox="346 360 903 1939"> This half term, we will cover the following objectives: <u>Multiplication and Division</u> - 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 - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <u>Fractions</u> - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams - read and write decimal numbers as fractions - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - round decimals with two decimal places to the nearest whole number and to one decimal place - read, write, order and compare numbers with up to three decimal places - solve problems involving number up to three decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. </td><td data-bbox="903 360 1473 1939"> This half term, we will cover the following objectives: <u>Fractions</u> - 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. <u>Ratio</u> - solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - solve problems involving the calculation of percentages and the use of percentages for comparison - solve problems involving similar shapes where the scale factor is known or can be found - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <u>Algebra</u> - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables. </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 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 - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - 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English

This half term, we will focus our English work around *The Arrival* by Shaun Tan with the children working on three main themes:

- Persuasive letters
- First-person narratives
- Biographies

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

Year 5	Year 6
<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>First-person narratives</u> - Shows characterisation through the use of description and dialogue. - To know that a relative clause is a type of subordinate clause. - To know informal writing can draw on abbreviations, contracted words and speech like sentence structures. <u>Biographies</u> - Use brackets, dashes or commas to indicate parenthesis - Ensure the consistent and correct use of tense throughout a piece of writing - Edit sentences to remove unnecessary detail	<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>First-person narratives</u> - Understand the impact that different sentence structures can have on a reader and use these for effect throughout their work e.g. positioning of subordinate clauses, whether to expand a noun phrase or not, where a simple short sentence has more impact. - To use a semicolon within lists where more information is included. - To use a hyphen to avoid ambiguity. <u>Biographies</u> - To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. - Create different emphasis in sentences through word order and noun phrases - Isolate essential information from an otherwise redundant sentence and embed key information into the base sentence

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 thinking about how they may write about themselves in an autobiographical style.

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 *Holes*, we'll next focus on Katherine Rundell's *Rooftoppers* where we follow Sophie on

	her journey to try to find her mother with her very eccentric guardian, Charles. <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	In Year 5, children will be focusing on answering the following key question: 'How do planets orbit the sun?' The children will explore the solar system, including earth, moon and sun as spherical bodies. They will also mathematically measure and compare all planets in the solar system, including their sizes and distances from the sun. By the end of the unit, children will know the following: • The movement of the Earth, and other planets, relative to the sun in the solar system • How day and night works on Earth based on its rotation around the sun. This half-term, Year 6 will learn about electricity. The children will consider how we can build circuits using different components and represent these using circuit symbols. Following this, we will develop our enquiry skills by exploring how to write an effective method and how to record and represent data effectively to report on changes in how components function. <i>You can help your child by helping them to notice how we use electricity in the world around us. This may be through spotting electrical components - both battery and mains operated - and by considering whether objects may be electrical insulators or conductors.</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. For our next history unit this year, we will be exploring the relevance of oracle bones within the Shang Dynasty. Our work will begin by examining what we can learn from the 'dragon bones' which were being sold in a Chinese market in 1899. This will allow us to find out what it would have been like to have lived during the Shang Dynasty, including how experiences would have differed for people at different levels of the social hierarchy. We will also learn how hieroglyphs were used to create questions/messages on the oracle bones. The second part of our inquiry will then allow us to explore what we can learn from the contents of Shang tombs. This will lead to us considering what the characteristics of a good ruler is and how we can work out what sort of a person had been buried from the contents of their tomb. <i>You can help your child by helping them to think about how they know about events that happened in the past. E.g. how do we know about events in different stages of history i.e. WWII, reign of Henry VIII, building of Stonehenge?</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 'brave colour' as we consider how colours can have an impact on us as an audience for a piece of artwork. We will begin by exploring the work of Olafur Eliasson who creates art installations which involve the interaction of colour with the surroundings. This will allow us to develop a colour palette in our sketchbooks to work out how colours can work together for an effect. Finally, we will create a piece of art that allows light and colour to interact. Depending on time, this may be a large installation piece or may be a smaller stained-glass piece!
RE	During this half-term, our focus will be upon Islam as we learn how tawhid creates a sense of Muslim community. We will begin by exploring what Muslims believe about Allah, his unique nature and the manner in which he must not be depicted in art. Our work will then turn to the pillars of Islam as we explore how these lead to a sense of community, including through all Muslims praying towards the Kaaba. Finally, we will learn about pilgrimage to Mecca and how this is an essential part of Islamic belief. <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 in computing will focus on using variables in games. This will begin with an exploration of how variables are used in the real world, e.g. in scoreboards at sports games. The children will then examine the code and remake a version of the classic pong and fruit catcher games. This will equip them to create their own games which use variables before they debug and evaluate these.
PE	This half-term, we will begin our outdoor PE work by learning the different skills needed to play tag rugby. 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 gymnastics skills as we put a focus on the different shapes our bodies can make. This will see us work on rolls and balances before we apply these to moving on and off of pieces of equipment. Finally, we will focus on applying all of these skills to cartwheeling for different purposes.
DT	Our unit this half term focuses on the structures underlying playground designs. We will begin by considering the key features of playgrounds that we use and the structures and mechanisms that underpin these. This will equip us with the knowledge we need to design our own 5-part playground before using modelling materials to build these concepts. This will allow us to revisit key skills such as sawing and attaching materials together securely.
PSHE	This half-term, our focus in PSHE will continue to be upon valuing difference. Throughout this unit, we will explore the differences in different types of bystander behaviour, types of verbal and non-verbal communication, how bullying behaviour can originate from prejudicial behaviour, how we can show empathy and finally how gender stereotypes may become obvious in the world around us.
French	French is taught by our French specialist, Madame Ferguson. Year 5 will use their speaking, listening, reading and writing to explore a variety of language structures. Grammar is the focus in our written tasks as we identify the similarities and differences between English and French. We will build on all our prior knowledge to use numbers for time, express opinions about food and drink. We will apply all our learning as we find out about France and what it is like to join in with their celebrations of Épiphanie - La Fête des Rois, Mardi Gras and Easter. This term, Year 6 will apply all of their learning as they find out about France and what it is like to join in with their celebrations of Épiphanie - La Fête des Rois, Mardi Gras and Easter. We will examine similarities and differences as we will build on prior knowledge

	to explore a range of language structures to use our speaking, listening, reading, writing and grammar skills. We will focus on geography of France and the wider world.
Music	Our music focus this half term will be on dynamics, pitch and texture within music. We will start by exploring the work of Mendelssohn as we consider the scene that could accompany his Hebrides Overture (Fingal's Cave). We will then continue with the theme of water as we represent 'waves' in different ways using different levels of pitch, dynamics and texture before recording this using a graphic score. Finally, we will combine these ideas to create our own wave-based recording which focuses on building pitch, dynamics and texture.
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 developing our understanding of spirituality with a focus on 'self'. Through this we will explore: • What spirituality is and what it means to us - John 10:10 (value: joy) • Awareness of our uniqueness, e.g. I am loved and special - John 15:9-10 (value: love) • Our hopes and dreams - John 10:10 (value: hope) • Curiosity and discovery of our own faith - Colossians 2:3 (value: peace) • Being open to new ideas and experiences - 1 Peter 5-7 (value: hope and dignity) • Gratefulness for the things we have and the person I am - Revelation 11:17 (value: joy and wisdom)