

Etal Class Overview – Spring 1 2025

Subject	What we will learn this half term	
English	<p>Our class focus this term is <i>Firework Maker's Daughter</i>, by Philip Pullman. A narrative adventure story from China, Lila, a firework maker's daughter dreams of becoming a firework maker herself. Her father believes that this is not an appropriate thing for a girl to do. Lila sets off on a long journey alone to discover the firework – maker's secret. A journey filled with dangers that she could have never imagined.</p> <p>The Malfeasance - poetry</p> <p>This half term we will produce a range of writing including:</p> <ul style="list-style-type: none"> ● Adventure story ● Free write ● Poem 	
Maths	<p><u>Year 5</u></p> <p>Using equivalence to calculate</p> <ul style="list-style-type: none"> ● Explore how, for multiplication, the product will stay the same if one factor is multiplied by a number and the other factor is divided by the same number. ● Explore how, for division, the quotient will stay the same if the dividend and the divisor are both multiplied (or divided) by the same number. ● Learn that these concepts can be applied to make calculation easier. <p>Calculation: x/-: decimal fractions by whole numbers</p>	<p><u>Year 6</u></p> <p>Using compensation to calculate</p> <ul style="list-style-type: none"> ● For multiplication, if there is a multiplicative change to one factor, the product changes by the same scale factor ● For division, if there is a multiplicative change to the dividend and the divisor remains the same, the quotient changes by the same scale factor. ● For division, if there is a multiplicative increase to the divisor and the dividend remains the same, the quotient decreases by the same scale factor; if there is a multiplicative decrease to the divisor and the dividend remains the same, the quotient increases by the same scale factor.

- Use known multiplication facts to multiply whole numbers of tenths (between 0.1 and 0.9)
- Learn equivalence of multiplying by 0.1 and dividing by 10 and multiplying by 0.01 and dividing by 100
- Efficiently multiply decimal fractions by whole numbers, use short multiplication with the decimal point already in place.
- Efficiently divide decimal fractions by whole numbers, use short division with the decimal point already in place

Decimals and percentages

- Decimal up to 2 decimal places. Order and compare up to 3 decimal places.
- Equivalent fractions and decimals (hundredths)
- Thousandths as fractions and decimals.
- Round decimals to the nearest whole number. Round to 1 decimal place.
- Understand percentages and percentages as fractions.
- Percentages as decimals.
- Equivalent percentages, fractions and decimals.

Multiplying fractions and dividing fractions by a whole number

- When a fraction is multiplied by a proper fraction, it makes it smaller. To multiply two fractions, multiply the numerators and multiply the denominators.
- When a fraction is divided by a whole number, it makes it smaller. To divide a fraction by a whole number, convert it to an equivalent multiplication.
- A more efficient method can be used to divide a fraction by a whole number when the whole number is a factor of the numerator.

Linking fractions, decimals and percentages

- Some fractions are easily converted to decimals
- These fraction decimal equivalents are found throughout the number system
- Fraction – decimal equivalent can sometimes be used to simplify calculations
- Percent – means number of parts per hundred. A percentage can be an operator on a quantity, indicating the proportion of the quantity being used
- Percentages have fraction and decimal equivalents

		<ul style="list-style-type: none"> • The value of a whole is known, a percentage of that number or amount can be calculated • SAT's practice – J OR and KM
Science	Earth and Space	<ul style="list-style-type: none"> • Explore the solar system and its planets • Understand the heliocentric model of the solar system • Explain the Earth's movement in space • Explain the Earth's rotation, night and day • Explain the movement of the moon • Design a planet using knowledge gained.
Humanities (History & Geography)	The Tudors – (History) Key question Who were the Tudors and what impact did the Tudor period have on modern Britain?	<ul style="list-style-type: none"> • What have we learned about British history so far? • How did the Tudor dynasty begin? • In what way was the reign of Henry VIII a turning point for Christianity in Britain? • Why is the reign of Elizabeth I considered by some to be a 'golden age' of English history? • What was life like in Tudor England? • How did England change after the end of the Tudor period?
Art & D&T	Textiles - Waistcoat	<ul style="list-style-type: none"> • Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product.
RE	What does it mean to be a Muslim in Britain today? Make sense of belief:	<ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)

	<p>Understand the impact: Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Northumberland today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views
PSHE	<p>Changing and growing</p> <p>Uniqueness, what makes you special, body parts as we grow, changes as we become old.</p>
PE	<p>This half term some of Etal Class will go swimming on a Wednesday afternoon.</p> <p>We will have PE with NUFC on a Thursday- children should come to school in their PE kit on those days.</p> <p>Each year groups will have a separate full hour of NUFC while the other class complete a maths session</p> <p>We will also run the daily mile every afternoon!</p>
Computing	<p>Programming A – Selection in physical computing</p> <ul style="list-style-type: none"> • To control a simple circuit connected to a computer • To write a program that includes count-controlled loops • To explain that a loop can stop when a condition is met • To explain that a loop can be used to repeatedly check whether a condition has been met • To design a physical project that includes selection • To create a program that controls a physical computing project
Music	N / A

French	Chez moi My home (I)
--------	-------------------------

Notices

Homework is set on Thursday for pupils to be completed online by the following Thursday. Homework diaries should be signed each week by a parent or guardian and pupils are expected to record independent reading in their homework diaries. Planners are taken in every Friday to be stamped.

Useful Links

Maths:

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years>

<https://play.prodigygame.com/>

<https://play.ttrockstars.com/ttrs/dashboard>

SAT's companion

English:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.spellingshed.com/en-gb/index.html>

[ReadTheory | Free Reading Comprehension Practice for Students and Teachers](#)

SAT's Companion