

Etal Class Overview – Autumn 1 2024

Subject	What we will learn this half term	
English	<p>Our class book this half term is Kensuke’s Kingdom by Michael Morpurgo.</p> <p>We will use this book, alongside a range of fiction and non-fiction texts, to continue to develop our vocabulary and skills in inference, prediction, clarification and evaluation.</p> <p>This half term we will produce a range of writing including a narrative based on the class novel</p>	
Maths	<p><u>Year 5</u></p> <p>COMPOSITION AND CALCULATION: MULTIPLES OF 1,000 UP TO 1,000,000</p> <ul style="list-style-type: none"> • Extend knowledge of linear number system to include multiples of 1,000 up to 1,000,000 • Develop an understanding of how the numbers 10,000 and 1,00,000 can be decomposed in various useful ways by exploring additive and multiplicative composition. • Order and compare multiples of 1,000. • Apply known calculation approaches to multiples of 1,000 up to 1,000,000. • Develop understanding of rounding to simplify calculations or to indicate approximate sizes. <p>NEGATIVE NUMBERS: COUNTING, COMPARING AND CALCULATING</p>	<p><u>Year 6</u></p> <p>COMPOSITION AND CALCULATION: NUMBERS UP TO 10,000,000</p> <ul style="list-style-type: none"> • Learn to read and write 7 digit numbers and understand the value of each digit. • Learn how to order numbers by comparing digits. • Explore partitioning larger numbers in different ways and link this to additive calculations. • Examine why it is helpful to round numbers and how we might use this. • Investigate mental and written strategies and how the appropriateness of a mental or written strategy is determined by the numbers themselves. • Solve routine and non-routine problems involving larger numbers. <p>MULTIPLICATION STRATEGIES FOR LARGER NUMBERS AND LONG MULTIPLICATION</p>

	<ul style="list-style-type: none"> • Learn that our number system includes numbers that can be positive or negative. • Develop an understanding of negative numbers in a range of contexts, including scales and changing quantities. • Learn that the symbol used before a numeral to indicate that it is a negative can mean “subtract” and “negative. • Use a number line to extend into negative numbers. • Compare and order negative and positive numbers. • Learn to calculate intervals across zero. • Apply understanding of positive and negative numbers to graphing context. 	<ul style="list-style-type: none"> • Use prior knowledge of multiplication by 10, 100 and 1,000 and apply this to calculations where 10, 100, or 1,000 is a factor of a number. • Review prior knowledge of short multiplication and apply this to multiplying by multiples of 10, 100, 1,000 by removing the zeros at the end of the product. • Multiply by 2 digit numbers, using short multiplication to multiply by the ones and tens separately, then adding the partial products together. • Develop the long multiplication algorithm to multiply up to 4 digit numbers by 2 digit numbers, including regrouping and how to record this. • Apply prior knowledge of factorising, composite numbers and prime numbers to multiplying by 2 digit numbers, investigating different ways of solving the same problem.
<p>Science</p>	<p>Properties of materials</p> <p>Children will:</p> <ul style="list-style-type: none"> • Explore properties of materials. • Explore thermal conductors and insulators. • Explore hardness of materials. • Discover materials that are soluble in water. 	

	<ul style="list-style-type: none"> ● Investigate solubility of materials. ● Explore how mixtures can be separated by filtering, sieving, evaporating or magnets.
Humanities (History & Geography)	<p>Early Islamic Civilisations</p> <ul style="list-style-type: none"> ● Know that Muhammad, like many of the most influential thinkers in history, believed and stated that all people were equal before God, a radical message that rulers of the time considered to be dangerous; Muhammad won followers with his message of submission to one God, expectation of imminent last judgement and the importance of caring for those in need; ● Know that the Abbasid caliphate founded the city of Baghdad in 762; this city would go on to be the largest and most scientifically advanced in the world ● Know that Baghdad became a key global centre of trade along the 'Silk Routes' (often known as the 'Silk Road') a network of land and sea routes that connected the civilisations of the East and West (see resource below); the Silk Routes allowed trade of many luxury goods, and the routes get their name from the silk that was bought from China and travelled westwards ● Know that Baghdad became the largest city in the world and a leader in science, astronomy, poetry, mathematics, history, law and philosophy ● Know that philosophy (<i>philo - love; sophy - wisdom</i>) is the process of thinking deeply about the nature of existence, about right and wrong, about how we know things and about what makes things beautiful or not
Art & D&T	<p>Drawing: I need space</p> <ul style="list-style-type: none"> ● Understand and explain what retrofuturism is. ● Participate in discussions and offer ideas. ● Evaluate images using simple responses, sometimes using formal elements to extend ideas. ● Provide plausible suggestions for how a piece was created. ● Comfortably use different stimuli to draw from. ● Use past knowledge and experience to explore a range of drawing processes. ● Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. ● Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. ● Generate a clear composition idea for a final piece that shows how it will be drawn. ● Apply confident skills to make an effective collagraph print. ● Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.

RE	<p>What would Jesus do?</p> <p><u>Make sense of the text:</u></p> <ul style="list-style-type: none"> • Identify features of gospel texts • Compare context of texts with ways in which Christians interpret the texts. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Make clear connections with the texts and the way in which Christians live their personal lives. • Make connections between the texts and how Christians live in their Christian community. <p><u>Make connections:</u></p> <ul style="list-style-type: none"> • Relate biblical teachings, ideas or beliefs (peace, forgiveness, healing) to issues, problems and opportunities in their own lives and communities. • Offer insights of their own regarding the above.
PSHE	<p>Self worth.</p> <ul style="list-style-type: none"> • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
PE	<p>This half term Etal Class will have PE on a Wednesday and with NUFC on a Thursday- children should come to school in their PE kit on those days.</p> <p>We will also run the daily mile every afternoon!</p>
Computing	<p>Systems and searching</p> <p>Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p>

Music	
French	<p>Ma Famille</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

Notices

Homework is set on Fridays for pupils to hand in 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. Each week, a maths and Reading homework will be set on SAT's Companion

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>

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](#)