

Literacy

Key Text: Mr Leon's Paris

Purpose for writing: Newspaper report (to persuade) and Narrative (to entertain)

Writing: Children will identify the structure and features of a newspaper report and use this to plan, draft and write their own newspaper report based on Mr Leon retiring from his job.

Grammar: During this unit, children will focus on securing their sentence structure whilst also developing their understanding of parenthesis and relative clauses. They will also revise how to accurately punctuate direct speech and use this to demonstrate characterisation in both their newspaper articles and stories. Finally we will focus on using adverbials within and across paragraphs for cohesion.

Word Reading/Comprehension: At the beginning of the unit, children will be introduced to new vocabulary and they will continue to explore and apply these new words and phrases throughout the unit. Children will also focus on how we can infer, retrieve and predict using evidence from the text to support their answers.

Geography

Focus: Paris (Europe)

Children will use the knowledge of Europe and look at the importance of France and Paris as a European partner. They will consider its location in relation to other European countries as well as the equator and the tropic of Cancer. They will look at human and physical geography of southern Europe and the Mediterranean. Children will continue to investigate land use over time and how it has changed, and build on their Year 4 studies to compare Paris to London.

(Please see Geography knowledge organiser for essential knowledge and vocabulary to be learnt.)

Design and Technology

Focus: evaluate traditional methods of bread making and packaging designs.

Children will learn about different types of bread and the cultures and/or regions from which they originate. They will learn about the nutritional content of bread, then consider some different ways it may be used in meals. Following this, they will find out about the ingredients of bread and how they may be used. They will then make bread, adapting and changing the recipe either according to given instructions or according to their own ideas. Children will create their own bread recipes and develop ideas regarding how it may be turned out, e.g. flat, plaited, as a large 'bun'

Year 5/6
Autumn 1

Computing

Focus: Online Safety and coding.

After looking at how they can continue to stay safe online, the children will start to look at coding as a tool. They will investigate how to create an algorithm, make it more complex and debug any particular problems that they come up against. They will learn that algorithms need to have a correct sequence to create the desired output.

Maths

Year 5: KIRFs: Recall Roman Numerals up to M

Place Value: Children are to build on their knowledge of 1,000s, 100s 10s and 1s and explore numbers up to 10,000. They will move on from rounding to the nearest 10 and 1000, building on this to round to 1,000 and 10,000. **Four operations:** Children will continue to build on their knowledge of adding, subtracting, division and multiplication using formal written methods.

Fractions: your child will continue to learn about fractions as numbers, measures, and operators. They will now extend their knowledge of fractions to thousandths, and will start learning about percentages.

Year 6: KIRFs: Recall pairs of numbers which total 1 up to three decimal places

Place Value: Children are to build on their knowledge of numbers up to 10,000 and build upon this to explore and understand numbers up to 10,000,000. **Four operations:** Children will continue to build on their knowledge of adding, subtracting, division and multiplication using formal written methods with increasingly difficult problems. **Fractions:** your child will solve lots of problems involving fractions, decimals, and percentages. They will simplify fractions using common factors and will practise multiplying fractions.

Science

Biology: Evolution and Inheritance

Children will build on their knowledge of rocks from year 3 and 4 and animals including humans from Key Stage One to learn that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will also learn that animals and plants adapt to suit an environment which leads to a permanent physical change of a species which is evolution. They will continue to build on this knowledge in the second Autumn Term when they learn about Living Things and their Habitats.

Working Scientifically: Children will know how to identify scientific evidence that has been used to support or refute ideas or arguments in addition to reporting and asking relevant questions.

Paris

Music

Focus: Rock Music. This term children will be listening to and appraising 'Livin' on a Prayer', Bon Jovi.

PE

Focus: Netball and football

Use specific netball and football skills in games. Begin to play efficiently in different positions and improve power and strength in passes.

RE Focus: Creation & Science—conflict or complimentary?

Children will outline the importance of Creation, identify what type of text some Christians say Genesis 1 is its purpose. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

PSHE

Focus: Living in the wider world

This term children will look at how the media can influence people. The children will identify the different types of media and look at how the media can have a positive and negative influence

French

Focus: Portraits—describing in French

During this term, children will describe someone's appearance, including eye and hair colour and characteristics such as how happy or serious they are. This unit also teaches the position of adjectives in a sentence and how the adjective changes to 'agree' with the noun it describes (masculine, feminine, singular, plural)