

Year 5/6 Curriculum Overview – Autumn 1

English:

Children will be completing reading and writing activities based on the book Room 13 by Robert Swindells, which was selected by the children during transition. This will include writing a newspaper report and a horror/mystery story. Children will also learn about biography/autobiography writing and researching a famous author to write a biography about.

Each day there is also short activities based on an aspect of grammar, punctuation and/or spelling.

National curriculum statements:

READING

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet
- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction
 - increasing their familiarity with a wide range of books
 - identifying and discussing themes
 - discussing their understanding and exploring the meaning of words in context
 - predicting what might happen from details stated and implied
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language,
 - considering the impact on the reader
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views.

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- continue to distinguish between homophones and other words which are often confused

Writing

plan their writing by:

- noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read,

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors
- using commas to clarify meaning or avoid ambiguity in writing
- using semi-colons, colons or dashes to mark boundaries between independent clauses

Maths:

Children will be covering number place value, and covering the four operations. Using a variety of concrete resources, considering abstract concepts and developing further mathematical thinking and reasoning skills.

National curriculum statements:

YEAR 5:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19

- multiply and divide numbers up to 4 digits by a one- or two-digit number using a formal written method
- multiply and divide numbers mentally drawing upon known facts
- recognise and use square numbers and cube numbers, and the notation for squared

YEAR 6:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
 - round any whole number to a required degree of accuracy
 - use negative numbers in context, and calculate intervals across zero
 - solve number and practical problems that involve all of the above
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- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
 - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
 - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
 - perform mental calculations, including with mixed operations and large numbers
 - identify common factors, common multiples and prime numbers
 - use their knowledge of the order of operations to carry out calculations involving the four operations
 - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
 - solve problems involving addition, subtraction, multiplication and division

Science

This half term children will have the opportunity to deepen their knowledge and understanding of animals, including humans.

National curriculum statements:

Y5: describe the changes as humans develop to old age.

Y6: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

describe the ways in which nutrients and water are transported within animals, including humans.