



Newnham St Peter's C of E Primary School

Term Ahead Letter: Term 3 2022

Alders (Year 5 and 6)

Mrs Allen, Mrs Robinson and Mrs Pearson

Maths Y5:

The children will have one arithmetic lesson and four 'Learning Objective' lessons each week as well as daily opportunities to revisit previously taught concepts and times table practice, to secure their Mathematical knowledge and understanding.

This term, the children will cover:

Arithmetic

- Multiplying whole numbers by 10, 100 and 1000.
- Dividing whole numbers by 10, 100 and 1000.
- Short multiplication (Up to 5-digit numbers by a 1- digit number)
- Long multiplication using a written method (2-digit number x 2-digit number)

Multiplication and Division:

Powers of 10

- Multiply a whole number by 10,100 and 1000.
- Multiply a decimal by 10,100 and 1000.
- Divide a whole number by 10,100 and 1000.
- Divide a decimal by 10 and 100.

Multiplication and Division:

Properties of Number

- Find prime numbers up to 20.
- Find prime and composite numbers up to 20.
- Express a given number as the product of prime factors.
- Know how to test if a number up to 100 is prime.
- Find the common factors of two numbers.
- Find multiples of a given number.

Maths Y6:

The children will have one arithmetic lesson and four 'Learning Objective' lessons each week as well as daily opportunities to revisit previously taught concepts and times table practice, to secure their Mathematical knowledge and understanding.

This term, the children will cover:

Arithmetic

- Calculating percentages of whole numbers (using fraction equivalents to help, e.g. 25% is $\frac{1}{4}$)
- Calculating percentages of whole numbers (using known percentages to help, e.g., 13% of ...)
- Rounding numbers to the nearest 10,100,1000, 10,000, 100,000, 1,000,000 and nearest whole number.
- Revise short and long multiplication, including decimals.
- Carry out a range of calculations using the order of operations.

Geometry- Angles

- Find missing angles where they meet at a point.
- Find missing angles where they meet on a straight line.
- Find missing angles where they are vertically opposite.
- Find unknown angles in a triangle.
- Find unknown angles in an isosceles triangle when only one angle is known.
- Find unknown angles in a quadrilateral.
- Find unknown angles in regular polygons.

Geometry- Properties of Shape

- Classify 2D shapes using given categories; e.g. number of sides, symmetry.
- Draw 2-D shapes given angles

- Find square numbers and use the notation for squared.
- Find cube numbers and use the notation for cubed.

Multiplication: Written Methods

- Multiply numbers up to 4-digits by a one-digit number using short multiplication.
- Multiply 2-digit by 2-digit numbers using the distributive law.
- Multiply 2-digit by 2-digit numbers using long multiplication.
- Multiply 3-digit numbers by 2-digit numbers using long multiplication.
- Multiply 4-digit numbers by 2-digit numbers using long multiplication.
- Use efficient methods to multiply mentally.
- Use known facts and place value to multiply a whole number by a decimal.
- Multiply a one-digit number by a decimal (1dp) using a formal written method.
- Multiply a one-digit number by a decimal (2dp) using a formal written method.
- Divide a four-digit number by a one-digit number using short division (divisor < thousands digit) with no remainder.
- Divide a four-digit number by a one-digit number using short division (thousands digit = multiple of divisor, divisor < hundreds digit) with no remainder.
- Divide a four-digit number by a one-digit number using short division (divisor > thousands digit) with no remainder.
- Divide a four-digit number by a one-digit number using short division (divisor < thousands digit) with a remainder.
- Divide a four-digit number by a one-digit number using short division (divisor > thousands digit) with a remainder.

- Draw 2-D shapes given dimensions and/or angles.
- Recognise and describe 3-D shape.
- Classify 3-D shapes including cylinders, cones and spheres.
- Draw nets of 3-D shapes.
- Construct diagrams of 3-D shapes on isometric paper.
- Know the names and relationships of the parts of a circle.

Addition, Subtraction,

Multiplication and Division: Order of Operations

- Carry out calculations involving a mixture of addition and subtraction.
- Carry out calculations involving a mixture of multiplication and division.
- Carry out calculations involving a mixture of multiplication and addition/subtraction.
- Carry out calculations involving a mixture of division and addition/subtraction.
- Carry out calculations involving all four operations, including brackets.
- Carry out calculations involving a mixture of addition and/or subtraction and indices.
- Carry out calculations involving a mixture of multiplication and/or division and indices.

Calculating Fractions- Adding

- Add proper fractions (denominators not multiples of each other) within the whole.
- Add proper fractions (denominators not multiples of each other) beyond the whole (mixed number answer).
- Add mixed number and proper fractions (denominators not multiples of each other) fractions within whole (mixed number answer).
- Add mixed and proper fractions (denominators not multiples of each other) fractions beyond the whole (mixed number answer).
- Add mixed numbers (same denominators), fractions within and

	<p>beyond the whole (mixed number answer).</p> <ul style="list-style-type: none"> • Add mixed numbers (denominators multiples of each other) fractions within the whole (mixed number answer). • Add mixed numbers (denominators not multiples of each other) fractions within the whole (mixed number answer). • Add mixed numbers (denominators not multiples of each other) fractions beyond the whole (mixed number answer).
<p><u>English: Reading</u></p> <p>On a Monday, Tuesday and Wednesday, the children will have a whole class Guided Reading session which will focus on an extract from a text. The children will focus on 'DERIC' (Decode, Explain, Retrieve, Inference and Choice) style questions and be taught how to answer questions independently with a focus on one of these areas. On a Thursday, children will have further opportunities to access different texts, including non-fiction and poetry to build up fluency and confidence with reading comprehension.</p> <p>Additionally, the children will have 'daily story time' where the teacher will read them a class book with a focus issue to be discussed and explored together. This term, the book will be: 'Letters from the Lighthouse' by Emma Carroll.</p>	<p><u>English: Writing</u></p> <p>This term, the children will be writing a non-fiction recount and a narrative piece, using 'Letters from the Lighthouse' by Emma Carroll as their writing stimulus. Through a mixture of experience days and sentence stacking days, the children will be explicitly taught how to use relevant grammar and punctuation in their writing. At the end of the unit, the children will complete some independent pieces of writing based on the text type that they have been learning about. Additionally, the children will have daily short sessions where they will have the opportunity to revisit and revise a specific grammar or punctuation focus.</p>
<p><u>Spelling:</u></p> <p>The children will be taught a spelling rule or pattern and will focus on spelling and applying common exception words to sentences. They will also practise writing ten common exception words using the 'look, cover, write, check' approach on a daily basis when they come into school in the morning too. The common exception words will be used as a homework focus.</p>	<p><u>Handwriting:</u></p> <p>The children will be following a continuous cursive handwriting scheme where they will practise their handwriting daily. The aim is to help children write neatly, with fluency and consistency, to improve their overall presentation in all books.</p> <p>This term we will be concentrating on the curly caterpillar letters, which include the letters: c, a, d, e, s, g, f, q, and o. Children will practise handwriting as a focused morning job when they first come into school and continue to practise the cursive style in all written work.</p>
<p><u>Science: Light</u></p> <p>Pupils will be taught to:</p>	<p><u>RE:</u> Does the creation story conflict or complement a scientific account?</p> <p>In R.E, the children will learn:</p>

<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • What is the story of 'The Creation' in the Bible? • What is a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living things)? • How can Genesis 1 be interpreted about God as Creator? Does reading Genesis as a poetic account conflict with scientific accounts? • Why do many Christians think that science and faith go together? • What are Christian and non-Christian beliefs about the Creation and where is there conflict of opinion?
<p>History: In History, the children will learn about World War Two, through the question: What was it like in Britain during World War Two?</p> <ul style="list-style-type: none"> • When and why did World War Two begin? Which countries were involved? • What did rationing mean for British people during WW2? • Who were evacuees during WW2 and why? • What was the Blitz and what effect did it have on Britain? • Who was Anne Frank and what can we find out about her life? • How did World War Two end and what did that mean for Britain and the rest of the world? 	<p>Art: In Art, the children will learn about the pop artist Andy Warhol through the question: Can we use colour and style to create a self-portrait in the style of Andy Warhol?</p> <ul style="list-style-type: none"> • What can we find out about the life and work of the pop artist Andy Warhol? • How does Andy Warhol use colour and pattern in his work? • How can we use colour and pattern in the style of Andy Warhol? • Can we use printing techniques to create repetitive patterns? • Can we create a self-portrait in the style of Warhol?
<p>PSHE: In PSHE, the children will be discussing and exploring personal responsibility through the question: How can I manage my feelings?</p>	<p>P.E: This term, the children will have a P.E lesson every Wednesday taught by a specialist sports coach. The children will be doing Gymnastics. Children will also have a further PE lesson each Friday morning which will be teacher led. The children will focus on Forest School Skills. The children will need to wear their PE kit to school on Wednesday and Friday each week.</p>
<p>Music: The children will practise key music skills where they will listen to and respond to music and songs of World War Two.</p>	<p>French This term, the children will be learning French playground games and words associated with this.</p>

Homework:

Homework will be set each Wednesday (term time only) and it needs to be submitted by the following Monday. The children will have Spelling, English and Maths homework set weekly onto Seesaw. The children will also have a topic grid where they will pick 3-4 activities to complete in Term 3.

Your child needs to be reading 5 days a week at home and recording this into their reading record.

Home Learning:

If your child is home from school because they have Covid symptoms, please book a PCR test. If your child is well enough to work whilst awaiting test results, then there will be work available for this term on the school website that should be enough if your child is home for a day or two. If your child has Covid and needs to be at home for longer because they are self-isolating, we will send you daily work via Seesaw.