

Maths – September to October		
Year 6	Year 5	Year 4
Numbers to 1,000,000	Roman numerals to 1000	Number line to 1000
Numbers to 10,000,000	Numbers to 10 000	Thousands
Read and write numbers to 10,000,000	Numbers to 100 000	Represent numbers to 10 000
Powers of 10	Numbers to 1 000 000	Partitiion numbers to 10 000
Number line to 10 000 000	Read and write numbers to 1 000 000	Flexible partitioning of numbers to 10 000
Compare and order any integer	Powers of 10	Find 1, 10, 100, 1000 more or less
Round any integer	10/100/1,000/10,000/100,000 more or less	Number line to 10 000
Negative numbers	Partition numbers to 1,000,000	Estimate on a number line to 10 000
Add and subtract integers	Number line to 1 000 000	Compare numbers to 10 000
Common factors	Compare and order numbers to 100,000	Order numbers to 10 000
Multiples	Compare and order numbers to 1 000 000	Roman numerals
Rules of divisibility	Round to the nearest 10, 100 or 1,000	Add and subtract 1s, 10s, 100s and 1,000s
Primes to 100	Round within 100,000	Add up to two 4-digit numbers - no exchange
Square and cube numbers	Round within 1,000,000	Add two 4-digit numbers - one exchange
Multiply a four digit number by a 2- digit number	Mental strategies	Add two 4-digit numbers - more than one exchange
Solve problems with multiplication	Add whole numbers with more than four digits	Subtract two 4-digit numbers - no exchange
Short division	Subtract whole numbers with more than four digits	Add and subtract 1s, 10s, 100s and 1,000s

Year 4 Statutory Spelling List		Year 5 and 6 Statutory Spellings	
accident	answer	accommodate	ancient
accidentally	appear	accompany	apparent
actual	arrive	achieve	appreciate
actually	believe	aggressive	attached
address	bicycle	amateur	available

Spelling rules and patterns for year 4, 5 and 6. Also consolidated through Spell Shed.		
Year 4	Year 5	Year 6
Words that are homophones	Words ending in ‘-tious’ and ‘-ious’	Year 5 and 6 Statutory Spellings. See above
Words with the prefix ‘in-’ meaning ‘not’	Words ending in ‘cious’	Ambitious adjectives and their synonyms
Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’	Words ending in ‘cial’	Homophones and near homophones – advice/advise
Words with the prefix ‘sub-’ meaning ‘below’ or further divided	Words ending in ‘tial’	Adjectives ending in ant/ance – observance and observant
Words with the prefix ‘inter-’ meaning ‘between or among’	Words ending in ‘ant’	Adjectives ending in –ence and –ent like innocence and innocent
Challenge/statutory words – see above table	Challenge/statutory words – see above table	Hyphens like co-own and co-author. Co + vowel.

## English

We will be using the animation Tabula Rasa to support our fiction writing including character description and setting description as well as structuring, planning and editing our work. We will continue to add to our writing 'toolbox' where children use a variety of sentences (simple, compound and complex) as well as **Alan Peat's sentence types**. Please ask your children what sentence types they know as they say they find them useful for varying sentence structure in their work. We will continue to use the thesaurus and dictionary to **expand vocabulary**, choose words effectively and check spellings. We will also work to include a range of punctuation in our writing including semi-colons, questions and dashes for the children in years 5 and 6.

In reading, we will continue to work with the children to become fluent readers. Fluent readers are no longer 'decoding' each word they encounter. They have developed the knowledge and skills to recognise words automatically, accurately and quickly.

We will continue to work on **inference skills**. In child-friendly language, inferences are statements that you believe are true based on things you have read or seen and how these things relate to the world that you already know. For example, a child might say, "I can infer that the lady feels cold. I know this because she is shivering and I shiver when I am cold."

To support our comprehension skills, Year 4 will be reading a biography, Year 5 will be reading poetry and Year 6 will be reading classical literature such as Oliver Twist.

You can help your child with reading by sharing your own love of reading; listening to your child read on a regular basis and discussing with them what they have read; include books as gifts for birthdays and Christmas and choose with them engaging texts for their year group. The website below has a list of recommended books for all KS2.

<https://schoolreadinglist.co.uk/category/readinglists-for-ks2-school-pupils/>

## Grammar and Punctuation

Types of nouns

Simple sentences

Noun phrases

Verbs for doing or being

Identifying adjectives

Determiners

Sentence Types: 2A sentences, the more the more

Subjects of a sentence (I, he, she, it, they, we)

Using coordinating conjunctions (BOYS; but, or, yet and so)

## Foundation Subjects

**My Happy Mind (PSHE)** – About the brain and let's celebrate our strengths.

**Art** – We will work from a variety of sources including observation, photographs and digital images. We will work in a sustained and independent way to create a detailed drawing. We will develop close observation skills using a variety of view finders. We will use a sketchbook to collect and develop ideas.

**Geography** – Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality

**French** – School Life - We will learn key vocabulary and phrases around the theme of school and the classroom. We will learn vocabulary of school places and objects, and take part in a PE-themed lesson conducted mostly in French, and we will combine learning to express preferences.

**Science** – Year 4 - Group and Classify Living Things – We will recognise that living things can be grouped in a variety of ways. We will continue to work scientifically as well as ask relevant questions and use different types of scientific enquiries to answer them

**Science** – Year 5 and 6 – Forces - We will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will identify the effects of air resistance, water resistance and friction, that act between moving surfaces and we will recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

## Dates for your diary

19th September Year 5/6 Football CVHS 4.15pm—5.45pm

20th September—22nd September Robinwood

24th September Year 3/4 Football CVHS 4.15pm—5.45pm

01st October Cross Country—CVHS 4.15pm—5.45pm

4th October School Photos

9th October Year 6 Leadership Day 9am—3pm

15th October Music Workshop

22nd October Year 3/4 Cross Country Final SNHS—4.15-5.15pm

23rd October Break up for Half Term

24th October Year 5/6 Cross Country Final SNHS—4.15-5.15pm

4th November School returns

5th November Year 5/6 Basketball—CVHS 4.15pm—5.30pm

PE – we will be revisiting football skills including, dribbling, shooting, possession, defence and attack, controlling difficult balls in defence, and through balls to 1 vs 1,

**Computing** - We will develop our understanding of how digital images can be changed and edited, and how they can then be resaved and reused. We will consider the impact that editing images can have, and evaluate the effectiveness of choices.