

Maths – November to December		
Year 6	Year 5	Year 4
Short division with factors	Compare calculations	Efficient subtraction
Introduction to long division	Find missing numbers	Estimate answers
Long division with remainders	Multiples	Checking strategies
Solving problems with division	Common multiples	What is area?
Solve multi step problems	Factors	Count squares to work out a shape's area
Order of operations - BIDMAS	Common factors	Make shapes
Mental calculations and estimation	Prime numbers	Compare areas
Reason from known facts	Square numbers	Multiples of 3
FRACTIONS – equivalent fractions	Cube numbers	Multiply and divide by 6
Equivalent fractions on the a number line	Multiply by 10,100 and 1000	Multiply and divide by 9
Compare and order – denominator	Divide by 10,100 and 1000	9 times-table and division facts
Compare and order – numerator	Multiples of 10,100 and 1000	The 3,6 and 9 times-table
Add and subtract any two fractions	Find fractions equivalent to a unit fraction	Multiply and divide by 7
Add mixed numbers	Find fractions equivalent to a non-unit fraction	7 times-table and division facts
Subtract mixed numbers	Recognise equivalent fractions	11 and 12 times table and division facts
Multiply fractions by integers	Convert improper fractions to mixed numbers	Multiply by 1 and 0
Multiply fractions by fractions	Compare and order fractions less than 1	Divide a number by 1 and itself

Year 4 Statutory Spelling List		Year 5 and 6 Statutory Spellings	
breath	calendar	average	cemetery
breathe	caught	awkward	committee
build	centre	bargain	communicate
busy	century	bruise	community
business	certain	category	competition

**Spelling rules and patterns for year 4, 5 and 6. Also consolidated through Spell Shed.**

Year 4	Year 5	Year 6
Words ending in lly like actually and usually	Words ending in ance and ancy like abundance, extravagance and brilliance	Spellings with the sort vowel sound /i/ spelled 'y' like antonym, crystal and oxygen
Words where ch makes a sh sound. Like chef, chalet and machine	Words ending in ent and ence like competence and decent	Spellings with the sort vowel sound /igh/ spelled 'y' like apply, hygiene and python
Challenge words: see list above for year 4	Words ending in able, ably and ibly like comfortably and dependably, possibly and reliable	Challenge words – see the list above
Words ending in sion like expansion, extension and tension	Challenge words – see above for years 5 and 6	Add the prefix over like in overbalance, overlooked and overpaid
Words ending in ous like poisonous, dangerous and mountainous	Adverbs of time like afterwards, earlier and eventually	Words with the suffix – ful like in doubtful and beautiful
Further words ending in ous like outrageous, nervous, famous and ridiculous	Words with suffixes where the base word is –fer such as conferring, difference and inference.	Words that can be nouns and verbs like contest, freeze and produce

## English

We will be using our writing skills to complete a piece of writing based on The Journey by Aaron Becker We will also write non-fiction pieces based on our learning about The Romans and how they built their empire.

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, inverted commas, semi-colons, questions and dashes.

In reading, we will continue to work on comprehension skills with a particular focus on **inference and activating prior knowledge**. We will be focusing on the following skills to support our work in this important area: inference, questioning, clarifying, summarising and activating prior knowledge about any text.

What are **inference skills**? A reader's ability to use information from a text and draw on their background knowledge to understand things that are implied rather than explicitly stated.

What is important to activate prior knowledge? It increases overall comprehension; sparks students' curiosity in a new text or topic and also helps students access upcoming content in their books.

You can help your child with reading by sharing your own love of reading; listening to your child read on a regular basis (including recording any reading on BoomReader) 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			
Simple sentences	Subordinating conjunctions		
Identifying subjects objects of a sentence	Preposition or subordinating conjunctions		
Identifying objects of a sentence	Contractions: will not: won't		
Statements, questions and exclamations	Punctuation: semi-colons		
Coordinating conjunctions			
<b>Foundation Subjects</b>	PE – Evade, Invade and Capture – Pupils consider how they can use space, retrieve objects and score points.		
RE – What faiths and beliefs can be found in our country and community?			
DT - Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.	Computing – Programming – Variables in Games. First, children find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.		
History- Who were the Romans and how did they build their empire?	<table border="1"> <tr> <td><b>Dates for your diary and enrichment opportunities:</b></td> <td>Friday 15<sup>th</sup> November – Children in Need</td> </tr> </table>	<b>Dates for your diary and enrichment opportunities:</b>	Friday 15 <sup>th</sup> November – Children in Need
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Music – Listen to and appraise the songs of Abba and all musical learning will happen around the song Mamma Mia. Glockenspiels will be used to create a musical ensemble	Wednesday 20 <sup>th</sup> November – Recycling awards at Brighthouse Town Hall. Year 6 school councillors to attend.		
PSHE – Getting to know the brain and celebrating our character traits.	28 <sup>th</sup> November: Wreath making – adults only		
French – Completing our topic 'Notre Ecole' – Our School	<table border="1"> <tr> <td>Monday 2<sup>nd</sup> December – Forest School</td> <td>Friday 6<sup>th</sup> November – Christmas Big Sing at Colne Valley High School</td> </tr> </table>	Monday 2 <sup>nd</sup> December – Forest School	Friday 6 <sup>th</sup> November – Christmas Big Sing at Colne Valley High School
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Science – Year 4 - Data collection Children begin a scientific enquiry that is an observation over time enquiry.	Friday 12 <sup>th</sup> December- Christmas Festival and Christmas Jumper Day.		
Science – Year 5 - Space Describe the movement of the Earth and other planets relative to the sun in the solar system.	Monday 16 <sup>th</sup> December: Christmas Performance for Class 3.		