

Maths – January to February		
Year 6	Year 5	Year 4
Recall all multiplication and related division facts to 12	Recall all multiplication and related division facts to 12.	Recall all multiplication and related division facts to 12.
Revisit adding and subtracting fractions	Find fractions equivalent to a non-unit fraction	12 times-table and division fact
Revisit multiplying and dividing fractions	Recognise equivalent fractions	Multiply by 1 and 0
Problem solving with fractions	Convert improper fractions to mixed number	Divide a number by 1 and itself
Fraction of an amount	Convert mixed numbers to improper fractions	Multiply three numbers
Fraction of an amount – find the whole	Compare fractions less than 1	Factor pairs
Metric measures	Order fractions less than 1	Use factor pairs
Convert metric measures	Compare and order fractions greater than 1	Multiply by 10
Miles and kilometres	Add and subtract fractions with the same denominator	Multiply by 100
Imperial measures	Add fractions within 1	Divide by 10
Use ratio language and symbol	Add fractions with total greater than 1	Divide by 100
Ratio and fractions	Add to a mixed number	Related facts – multiplication and division
Scale drawing	Add two mixed numbers	Informal written methods for multiplication
Use scale factors	Subtract fractions	Multiply a 2-digit number by a 1-digit number
Ratio problems	Subtract from a mixed number	Multiply a 3-digit number by a 1-digit number
Proportion problems	Subtract from a mixed number - breaking the whole	Divide a 2-digit number by a 1digit number
Recipes	Subtract two mixed numbers	Divide a 3-digit number by a 1digit number

## Spelling for Years 4,5 and 6

Activities scheduled on 'Spelling shed' compliment the spelling objectives taught in lessons on a weekly basis. The link below provides learning objectives covered in spelling lessons for years 4,5 and 6 for the first spring term.

[Spelling-Progression-Map.pdf](#)

**Statutory, spelling list – Children should be able to read and spell these words at the end of their respective year groups.**

Year 4	Year 4	Years 5 and 6	Years 5 and 6
earth	exercise	develop	environment
eight	experience	dictionary	equip
eighth	experiment	disastrous	equipped
enough	extreme	embarrass	especially
earth	exercise	develop	environment

<b>Punctuation and Grammar</b>	Prepositions for time, place and movement
Writing complex sentences	Prepositional phrases
Using further subordinating conjunctions	Modal verbs recap
Identifying subordinating clauses	Hyphens to connect words
Using semi-colons	Dashes as punctuation in sentences to add extra information
Using colons	
Using inverted commas accurately	
Using speech to move the action along in a story	

## Foundation Subjects

History - we will continue to learn about The Romans and their impact on Britain.

DT –We will learn a simple Bolognese recipe and adapt it to improve nutritional content.

French – Ma Famille – we will talk about family members.

RE - Should we forgive others? The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments

PE – We will continue with gymnastics where we will learn about balance, symmetry and travel .

PSHE – MyHappyMind – Celebrate. Children understand that we all have different character strengths or superhero strengths. They understand what the different strengths are and children will understand that we all have these strengths

Music – This unit introduces the children to learning about the language of music through playing the glockenspiel.

How can you help your child? You can help your child by: asking them about what they are learning at school; recalling all times tables including the 12 times tables; reading aloud and discussing what they have read and discussing maths problems linked to metric measures (distance of car journeys in km and miles, baking, DIY). Children have access to our current topics in maths using Prodigy, Spelling using Ed/Spell Shed, times tables using Times Table Rockstars and computer coding using Scratch.

## English – Writing

In writing, we will be recounting *Midsummer Nigh’s Dream* by Shakespeare and use speech to move the action along as well as metaphors and similes to enhance our descriptions of characters and setting. We will also plot and write our own ‘spooky’ stories and consider different ways, which we can build suspense in our writing.

We will continue to use the thesaurus and dictionary to expand vocabulary, choose words effectively and check spellings.

We will continue to add to our writing ‘toolbox’ where children use a variety of sentence types (simple, compound and complex) as well as Alan Peat’s sentence types.

## Reading

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. This means that the reader can focus on the higher-order reading goals like inference and prediction.

We will also begin to read and enjoy poetry as well as identify the poet’s use of metaphor, simile, personification and metaphor.

Making sure that children become engaged with reading is one of the most important ways to make a difference to their life chances. Children need to learn to read as fluently as possible and be motivated to continue reading.

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 choosing 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/>

Science – Year 5 and 6

Year 4

Space

States of Matter