| 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/statutory 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 suspense writing. Our non-fiction focus connects directly to our Computing lessons as the children design and build their very own *Wallace and Gromit*-inspired "Cracking Contraptions." Linking both subjects, pupils will apply their technical writing skills to produce detailed user manuals and explanation texts on how their inventions operate.

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 Class Dojo – 3 times a week for ten points) 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.
schoolreadinglist.co.uk/category/readinglists-for-ks2-school-pupils/

| **Grammar and Punctuation** | |
|---|---|
| Simple sentences – subject + verb | Subordinating conjunctions |
| Identifying subjects 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 | Pronouns |

**Foundation Subjects**

RE – RE – What faiths and beliefs can be found in our country and community?

Art - Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlet

History –Crime and Punishment from the Romans through to the Victorians.

Music – Listen to and appraise the songs of Snow Patrol and all musical learning will happen around the song Chasing Cars. Glockenspiels will be used to create a musical ensemble

PSHE – This half term we will explore what makes healthy, respectful friendships, learn how to navigate conflicts positively, and understand the importance of boundaries and personal space both online and offline.

French – Focusing on key vocabulary for our town, country and homes.

Science – Year 4 - States of matter including the water cycle

Science – Years 5 and Years 6 - Space

PE – Through hockey, pupils will enhance their attacking and defensive skills, understanding precisely when, where, and why to apply game-specific techniques. Building on this foundation, they will create and execute effective tactical strategies within modified games.

Computing / D&T – Combining D&T and Computing, pupils will construct working prototype machines and develop their physical computing skills by coding them with Crumble kits and BBC micro:bits

| | |
|---|---|
| Dates for your diary and enrichment opportunities: | Please see the Friday Flyer |

Christmas Carol Service – Thursday 11th December – time TBC.

PE is on Tuesdays/Wednesdays. If children are attending events at Colne Valley after school we will need PE kits in school.

Assemblies:
Monday: Values and Rules
Tuesday: Singing assemblies
Wednesday: British Values
Thursday: Achievement Assembly

Class 3 – Christmas Performance – 8th December at 9.30am and 2.30pm