



Welcome to Goldfinch Class

Year 5 and 6

Adults working with Goldfinch class:

Mrs Wirth : Monday – Thursday Morning

Mrs Pasha : Thursday afternoon and Friday

LSA Support: Mrs Baker : Monday – Wednesday

LSA Support: Mrs Martinez – Thursday -Friday

Sports coach – Mr O'Reilly (Wednesday and Friday afternoon)

Art – Mrs Dodds (Wednesday afternoon)

Equipment



Children will be provided with most things that they need for their learning.

Each day they should bring:

- * A plastic water bottle with a sports cap lid (500ml maximum size as there is limited space);
- * A healthy snack for break time (it's a long time to 12.10pm) - fresh fruit or veg only please. This will help them to concentrate for longer in the morning.
- * Their packed lunch if they require one or pre-order school lunches on Parentmail.
- * A pack of tissues and hand gel is also useful.
- * Their reading books and reading records.

- * All other equipment will be provided as we are discouraging pencil cases in the classroom which take up lots of space on the desks.

- * PE Kit should be worn on Wednesdays and Fridays

Goldfinch Autumn 2024 Curriculum

A Force of Nature!



<p>English</p> <p>National curriculum requirements including Talk for Writing genres including: Writing to describe /entertain: character and setting descriptions based on the class text - The Hobbit; developing characters through dialogue. Figurative writing through poetry using Hokusai's 'Views of Fuji' as a stimulus. Writing to instruct: Instructions – Staying safe in an earthquake.</p> <p>Grammar and Punctuation to support writing: punctuating direct and indirect speech; using relative pronouns and relative clauses; using main and subordinate clauses with appropriate conjunction; expanding noun phrases for description; using appropriate modal clauses; using commas, brackets and dashes for parenthesis.</p> <p>Cross curricular writing: Writing to persuade – write an advert for your mountain boot warmers; Writing to persuade: Discursive – Should tourism be allowed in the mountains? Writing to inform: Explanation – How does an earthquake/volcano happen?</p>	<p>Art & Design</p> <p>Mountains in Art: Analyse works of art from a range of artists through history using the language of art. Consider why so many artists have chosen to depict mountain scenes in their creative works. Artist Study: Hokusai -36 Views of Mount Fuji, especially the Great Wave./ Ansel Adams</p> <p>Linked to: Design techniques such as Drawing - Adding detail, use of Sketchbooks / Painting – experimenting with effects and colour</p>	<p>Computing</p> <p>Online Safety 5.2/E.2: Gain a greater understanding of the impact that sharing digital content can have. • Review sources of support when using technology. • Review children's responsibility to one another in their online behaviour. • Know how to maintain secure passwords. • Understand advantages, disadvantages, permissions and purposes of altering an image digitally & reasons for this. • Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • Learn about how to reference sources in their work • Search the internet with consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Promoting reliability through using different methods of communication</p> <p>Databases 5.4: To learn how to search for information in a database. Children understand the different ways to search a database. • Children can search a database in order to answer questions correctly. • To create a database around a chosen topic. Success criteria • Children can create their own database about mountains and volcanoes. • Children can add records to their database. • Children know what a database field is and can correctly add field information. • Children understand how to word questions so that they can be effectively answered using a search of their database</p>	
<p>Mathematics</p> <p>National Curriculum requirements including place value and the four operations, statistics and measurement as well as investigations.</p> <p>Year 5: Number (number and place value; four operations); Statistics – graphs and tables; Measure – area and perimeter.</p> <p>Year 6: Number (number and place value; four operations; fractions); Geometry – position and direction</p> <p>Cross curricular maths: finding the mean, plotting data and looking for patterns in science investigations; comparing climate data in mountain regions;</p>	<p>Design & Technology</p> <p>Textiles: Design, make and evaluate a pair of mountain boot warmers</p> <p>Create 3D products using pattern pieces and seam allowance</p> <ul style="list-style-type: none"> • Understand pattern layout • Decorate textiles appropriately often before joining components • Pin and tack fabric pieces together • Join fabric using over sewing, back stitch, blanket stitch • Combine fabrics to create more useful properties • Make quality products • Evaluate products against design criteria 	<p>PSHE</p> <p>Digital Wellbeing: Know the importance of keeping personal information private; strategies for keeping safe online; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact; recognise ways in which the internet and social media can be used both positively and negatively; how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results; about some of the different ways information and data is shared and used online; about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information; recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images; know how text and images in the media and on social media can be manipulated or invented.</p>	
<p>Science</p> <p>May the 'Force' be with You. Explain some of the effects of gravity. Plan, carry out and explain fair tests. Apply to investigations of air resistance (link to parachutes for base jumping) and water resistance and friction. Explain how levers, pulleys, springs and gears transfer force and motion (link to mountain climbing gear and mountain rescue). (Impersonal language of written reports on investigations)</p> <p>Material World: we will be using our investigational and observational skills to explore the hardness of rocks, solubility, reversible and non-reversible changes (volcanoes) and thermal properties or materials (best materials for mountaineering clothes)</p>	<p>Geography</p> <p>Mountains, Earthquakes and Volcanoes</p> <p>We are learning: about different types of environments and specifically a mountain one</p> <ul style="list-style-type: none"> • about the world distribution of major mountain areas using globes and atlases • to investigate how mountain environments are similar and different in nature across a range of places and scales • to use secondary sources & ICT • that the effect of tourism can be significant in a given area and can be both good and bad • Explain the distribution and causes of earthquakes that shape/change the Earth. • learning to identify features of different volcanoes 	<p>Modern Languages</p> <p>Des animaux extraordinaires</p> <ul style="list-style-type: none"> • Review the concept of gender of nouns • Develop question form • Ask and answer a question using c'est and ce n'est pas • Name some colour adjectives and know their position • Join in with the words of a song • Agreement of feminine nouns and adjectives • Write a positive and negative sentence using a noun and colour adjective using a language scaffold • write a description of Smaug 	
		<p>Physical Education</p> <p>Gymnastics</p> <p>NS Sport – Football, Hockey, Tag Rugby</p>	<p>Music</p> <p>Including BBC 10 Pieces Study 'Hall of the Mountain King. Sing songs in a wide variety of styles, 3 parts and second part confidently</p> <ul style="list-style-type: none"> • Percussion improvisation as part of a group and as solo performer. • Use a range of instruments • Compose music for a special occasion • Write lyrics • Christmas <p>Religious Education</p> <p>Can we know what God is like?</p> <p>Know that there are different ways of understanding God and that different faiths describe God in many differing ways. Compare and contrast views of God and ways of knowing about God. Evaluate the practices that believers employ to get to know God.</p> <p>Is "God made man" a good way to understand the Christmas story?</p> <p>Explain what is meant by incarnation and why it's important to a Christian understanding of Christmas; know that Christmas needs to be understood in light of what Jesus went on to do; link Christian beliefs about Christmas to bible texts; evaluate Christian celebrations.</p>

Goldfinch Home Learning



Learning tasks will be set on a Thursday morning and should be brought to school for checking the following Thursday.

- * Children should read every day and complete their reading records 4 times a week, to be brought to school everyday but checked on Thursdays.
- * Weekly spelling lists will be given for the children to practise regularly at home for a Wednesday test. Spelling journals should be brought to school on Thursdays.
- * An English and maths revision task will be set each Thursday, due in the following week. If children are absent, homework will be put in their drawer as well as spare copies in the wall mounted wallet next to our whiteboard.
- * Times Tables Rock-stars should be practised at least 4 times per week.

Year 5/6 Home Learning Expectations

Monday	Tuesday	Wednesday	Thursday	Weekend
Reading for at least 15 minutes	Reading for at least 15 minutes	Reading for at least 15 minutes	Reading for at least 15 minutes Bring reading record to school for checking.	Reading for at least 15 minutes
Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes
Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.

English and maths tasks will be given on Thursdays and be due in the following Thursday.

Daily Routines



- 8.40-8.50am – doors open (Morning Challenge and registration)
- 9.00am – single year group Maths / spelling, reading and times tables
- 10.30 - collective worship
- 10.50am – break
- 11.05 am – English
- 12.10 pm -- lunchtime
- 1.10 pm – class novel / afternoon learning activities
- 3.15pm - children should be collected from the playground. Older children may leave the school by themselves if a letter of consent is provided.

We will be going to the field regularly too for team building activities and the run.

This term we are reading The Hobbit. Thanks to FOFSA, the children have their own copy of the novel to read along together.