



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 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 water bottle (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
 - * Their packed lunch if they require one or pre-order school lunches on Parentmail
 - * A pack of tissues and hand gel is also useful.
 - * If children do bring their own pencil cases, these should not be too large as there is limited room on their desks and large ones will not fit in their trays.
 - * Their reading books and reading records
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- * PE Kit should be worn on Wednesdays and Fridays

Goldfinch Autumn 2022 Curriculum

- A Force of Nature



Curriculum Overview for Goldfinch Class

Autumn 2022

A Force of Nature (Connecting Concept – Choice)

<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>Objectives 3.1-3.2 To gain a general 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 accounts. • Understand advantages, disadvantages, permissions and purposes of sharing an image digitally. • Research for the... the power of appropriate and inappropriate text. • Understand the impact of sharing these online. • Learn about how to... • Search for the best... for the reliability of the results of search to assess validity and understand the impact of incorrect information. • Try using reliability through using different methods of cross-referencing.</p> <p>Objective 3.4 To learn how to search for information on a database. Children understand the different ways to search a database. • Children can search a database in order to answer questions accurately. To make judgements on what a search finds. 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 use if questions so that they can be effectively answering a result 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 take fabric pieces together • Join fabrics 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 it private, 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 NS Sport – Football, Hockey, Tag Rugby</p>	<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 ways of God and ways of knowing about God. Evaluate the evidence 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.
- * An English and maths revision task will be set each Thursday, due in the following week. Copies will be uploaded onto Google Classrooms in case children lose their sheets or are absent.
- * 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 5-10 minutes	Times tables Rockstars At least 5-10 minutes	Times tables Rockstars At least 5-10 minutes	Times tables Rockstars At least 5-10 minutes	Times tables Rockstars At least 5-10 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)

9am – assembly

9.20 – single year group Maths / spelling, reading and times tables

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 daily run.

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