



# Welcome to Goldfinch Class

## Year 5 and 6

Adults working with Goldfinch class:

Mrs Wirth : Monday – Thursday Morning

Mrs Stangroom : Thursday afternoon

And Friday

Mrs Williams : Monday – Friday

Sports coach – Mr O'Reilly ( Wednesday afternoon)

# Equipment



Due to the current Covid guidelines in school, we have asked that children do not bring personal belongings from home each day. They will be provided with everything that they need for their learning.

Each day they should only bring:

- \* A water bottle ( ideally with a sports cap to avoid spillage);
- \* Wear their trainers to school every day;
- \* 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 (there are currently no hot dinners being offered but cold picnic packs can be ordered.)
- \* A pack of tissues and hand gel is also useful.

# Goldfinch Autumn 2020 Curriculum

## - A Force of Nature



<p><b>English</b></p> <p>National curriculum requirements including Talk for Writing genres including:  <b>Narrative Writing:</b> character and setting descriptions based on the class text, <i>The Hobbit</i>; developing characters through dialogue.  <b>Figurative writing</b> through poetry using Hokusai's 'Views of Fuji' as a stimulus.  <b>Instructions</b> – Staying safe in an earthquake.</p> <p><b>Grammar and Punctuation</b> to support writing: punctuating direct and indirect speech; using relative pronoun 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><b>Cross curricular writing:</b> Persuasive – write an advert for your mountain boot warmers;          Discursive – Should tourism be allowed in the mountains?          Explanation – How does an earthquake/volcano happen?</p>	<p><b>Art &amp; Design</b></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.</p> <p>Linked to: Design techniques such as Drawing - Adding detail, use of Sketchbooks / Painting – effects and colour</p>	<p><b>Computing</b></p> <p><b>Subsidiary:</b> Gain a greater understanding of the need for using digital content creation. Research sources of support when using technology. Review children's responsibility to generate their online behaviour. Create their own content using appropriate digital resources for this. Research appropriate and inappropriate use of digital content and algorithms. The impact of sharing their online. Learn about their role in ensuring their digital work is safe. Share their work with appropriate feedback. The reliability of the sources to which they refer. Ability and understanding of internet information. Ensuring reliability through using different methods of communication.</p> <p><b>Objectives:</b> 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 accurately. 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 accurately add field information. Children understand how to word questions so that they can specifically answer a search of their database.</p>	
<p><b>Mathematics</b></p> <p>National Curriculum requirements including place value and the four operations, statistics and measurement as well as investigations.          Year 5: Number (number and place value; four operations); Statistics – graphs and tables; Measure – area and perimeter.          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><b>Design &amp; Technology</b></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"> <li>Understand pattern layout</li> <li>Decorate textiles appropriately often before joining components</li> <li>Pin and take fabric pieces together</li> <li>Join fabric using over sewing, back stitch, blanket stitch</li> <li>Combine fabrics to create more useful properties</li> <li>Make quality products</li> </ul> <p>Evaluate products against design criteria</p>	<p><b>Concepts</b></p> <p>Adversity</p> <ul style="list-style-type: none"> <li>What is adversity?</li> <li>How does adversity transform lives?</li> <li>Did Covid cause adversity?</li> </ul> <p>Transformation</p> <ul style="list-style-type: none"> <li>How do earthquakes transform the landscape? How do earthquakes transform lives? How does Jesus transform views? Did Covid transform our lives?</li> </ul>	
<p><b>Science</b></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). (Language of written reports on investigations)</p> <p><b>Material World:</b> we will be using our investigational and observational skills to explore the hardness of rocks, solubility, reversible and non reversible change (volcanoes) and thermal properties of materials (best materials for mountaineering clothes)</p>	<p><b>Geography</b></p> <p><b>Mountains, Earthquakes and Volcanoes</b></p> <p>We are learning: about different types of environments and specifically a mountain one</p> <ul style="list-style-type: none"> <li>about the world distribution of major mountain areas using globes and atlases</li> <li>to investigate how mountain environments are similar and different in nature across a range of places and scales</li> <li>to use secondary sources &amp; ICT</li> <li>that the effect of tourism can be significant in a given area and can be both good and bad</li> <li>Explain the distribution and causes of earthquakes that shape/change the Earth.</li> <li>learning to identify features of different volcanoes</li> </ul>	<p><b>Modern Languages</b></p> <p><b>Des animaux extraordinaires</b></p> <ul style="list-style-type: none"> <li>Review the concept of gender of nouns</li> <li>Develop question form</li> <li>Making a sentence negative</li> <li>agreement of feminine nouns and adjectives</li> <li>write a description of an animal</li> </ul> <p><b>Bon Appétit Monsieur Lapin</b></p> <ul style="list-style-type: none"> <li>be aware of how verbs can change their endings</li> <li>follow a story</li> <li>sentence construction</li> </ul>	
		<p><b>Physical Education</b></p> <p>Covid Adaptations: outdoors and non contact</p> <p>Yoga/Circuit training          NS Sport -</p>	<p><b>Music</b></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"> <li>Percussion improvisation as part of a group and as solo performer.</li> <li>Use a range of instruments</li> <li>Compose music for a special occasion</li> <li>Write lyrics</li> <li>Christmas</li> </ul>
			<p><b>Religious Education</b></p> <p>Can we know what God is like? Explore different views of God and how some people believe they can know God while others do not believe at all.</p> <p>Is "God made man" a good way to understand the Christmas story? Exploring the concept of incarnation in the Christmas story; comparing the biblical narrative with a traditional Christmas story</p>

# Goldfinch Home Learning



This term, to avoid children having to take extra books back and forth between home and school, all homework tasks will be set on Google Classrooms. Once completed, it will need to be uploaded back there for teachers to view and comment if appropriate.

Login instructions have been emailed to parents/guardians for each child from year 2 onwards. Please follow these instructions carefully and look after your login details.

The children will also be using Google Classrooms in their lessons in school on a regular basis so will soon become very familiar with this learning platform. This should ease the transition into remote learning from home should that be required again in the future.

Learning tasks will go live on a Thursday morning and should be 'turned in' by the following Thursday. Staff will be able to view and comment on the tasks via Google Classrooms.

- \* Children should read every day. At the moment, it may be trickier to access a regular supply of books, so we will be continuing to use Read Theory. Children who used this regularly during lockdown showed steady progress of their reading comprehension skills.
- \* Reading tasks will be set as a Google Classrooms assignment in place of reading record books for the immediate future.
- \* Weekly spelling lists will be published for the children to practise regularly at home.
- \* An English and maths revision task will be set each Thursday, due in the following week.
- \* Times Tables Rock-stars and Read Theory will continue as home work tasks.

# Year 5/6 Home Learning Expectations

Monday	Tuesday	Wednesday	Thursday	Weekend
<u>Read Theory</u> At least 15 minutes reading including pupil comments.	<u>Reading Tasks</u> At least 15 minutes reading including pupil comments.	<u>Read Theory</u> At least 15 minutes reading including pupil comments.	<u>Reading Tasks</u> At least 15 minutes reading including pupil comments.	<u>Read Theory</u> At least 15 minutes reading including pupil comments.
<u>Times tables</u> <u>Rockstars</u> At least 5-10 minutes	<u>Times tables</u> <u>Rockstars</u> At least 5-10 minutes	<u>Times tables</u> <u>Rockstars</u> At least 5-10 minutes	<u>Times tables</u> <u>Rockstars</u> At least 5-10 minutes	<u>Times tables</u> <u>Rockstars</u> At least 5-10 minutes
<u>Spelling</u> !0 minutes daily practice using a different strategy each day.	<u>Spelling</u> !0 minutes daily practice using a different strategy each day.	<u>Spelling</u> !0 minutes daily practice using a different strategy each day.	<u>Spelling</u> !0 minutes daily practice using a different strategy each day.	<u>Spelling</u> !0 minutes daily practice using a different strategy each day.

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

# Daily Routines



- 8.50am – doors open (Daily Challenge and registration)
- 9am – assembly in class
- 9.20 – single year group Maths / spelling, reading and times tables
- 10.55am – break
- 11.10 am – English
- 12.10 pm -- lunchtime
- 1.10 pm – class novel / afternoon learning activities
- 3.20pm - children should be collected from the classroom door at 3.20pm (Those with siblings in other classes can be collected from 3.05pm)

Hand hygiene happens as children leave and enter the building.

Children are eating their lunch in the classroom ( or the garden if the weather is fine.)

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.