



# Welcome to Goldfinch Class Year 5 and 6

Adults working with Goldfinch class:

Mrs Wirth : Monday – Thursday Morning

Miss Thurston: Thursday afternoon and Friday

LSA Support: Mr Lam: Monday -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:

- \* Their plastic water bottle with a sports cap lid - no metal bottles please
- \* 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, or if they require one, their pre-ordered school lunch
- \* A pack of tissues and hand gel is also useful.
- \* Their reading books and reading records – every day
  
- \* 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 2025 Curriculum

## It's All Greek to Me!



### Goldfinch Curriculum Outcomes

Autumn 2025

### It's All Greek To Me! (Connecting Concept – Service)

#### English

Outcome: Children will learn to write in the following genres: Writing to describe: character and setting descriptions based on **the class text, Who Let The Gods Out?**; Writing to persuade: Greek Forum: Should we keep the Trojan horse?; Writing to entertain- narrative writing based on Greek myths and legends.  
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 appropriate conditional clauses.  
Etymology – Words from the Greek language/Greek roots

#### Mathematics

Outcome: National Curriculum requirements following the mastery approach :

Year 5: Place value within 1,000,000; Place value within 1,000,000; Addition and subtraction; Multiplication and division; Fractions (comparing , ordering, adding and subtracting)

Year 6: Place value within 10,000,000; Four operations; Four operations ; adding, subtracting, multiplying and dividing fractions; : Imperial and metric measures

#### Science

Outcome 1: Light - children will develop their enquiry skills to have a better understanding about how light, shadows and colour work.

Outcome 2: It's Electrifying! Children will use new knowledge about circuits, symbols and changing components to design an electronic game linked the Greeks.

#### RE

Outcome 1: Children will explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus

Outcome 2: Children will understand the Christmas story from a biblical viewpoint.

#### Lifeskills (PSHE)

Outcome 1: Money Matters- the children will learn about risks associated with money and ways of keeping money safe.

Outcome 2: Together Everyone Achieves More - children will demonstrate successful teamwork skills, how to disagree respectfully and reflect on collaborative learning skills.

#### PE

Outcome 1: Dance – Children will learn to choreograph a Greek dance to represent a Greek myth.

Outcome 2: Outdoor education - Take part in outdoor and adventurous activities, and be encouraged to work in a team, building on trust and developing skills to solve problems

#### History

Outcome: children will learn about Greek life and achievements and their influence on the western world.

#### Computing

Outcome 1: pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery.

Outcome 2: pupils will learn about computer networks including the Internet and how they provide multiple services, such as the World Wide Web.

#### MFL French

Outcome: Children will create a Fact File Mini-book about themselves using knowledge of sentence building with regular and irregular verbs, the indefinite article, negatives and the agreement and position of adjectives.

#### Art

Outcome 1: **Architecture**: children will explore the responsibilities architects have to design us a better world. Make your own architectural model.

Outcome 2: **Shadow Puppets**: children will explore how traditional and contemporary artists use cut-outs and shadow puppets.

#### Design Technology

Outcome: Children will investigate and design a security system for protecting Troy. (Electrical systems)

#### Music

Outcome: Through songs, musical activities and listening the children will develop their understanding of the inter related dimensions of music and musical vocabulary. They will explore Jazz and learn about improvisation, trying their own on tuned percussion and ukulele.

# Goldfinch Home Learning



Home 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 Who Let The Gods Out. Thanks to FOFSA, the children have their own copy of the novel to read along together.