



What we are learning in Willow Class in Autumn 1

Subject	Content and unit outcomes	How you can support at home
English	Consolidate Y5 grammar and punctuation Write accurate sentences, including brackets, relative clauses and expanded noun phrases Write a non-chronological report to inform and create cohesion between and within paragraphs	Spot the sentences: when reading, ask your child to identify different types of sentence (command, statement, question, exclamation)
Maths	<u>Place Value:</u> Read and write numbers to 10,000,000 To multiply and divide by 10, 100 and 1000 To compare and order integers To round any integer To understand negative numbers <u>Four operations :</u> To add, subtract, multiply and divide integers To find common factors and multiples To know and use rules of divisibility To identify prime numbers up to 100 To identify square and cube numbers To solve problems with multiplication. To divide using factors. To understand the order of operations.	- Use everyday numbers: ask your child to read out numbers, identify the place value of each digit and write it in words - Play “what’s my number?” : give clues (there’s a 6 in the ten thousands column, 3 in the thousands etc” and ask children to say the number. Take turns! - Compare and order: provide your child with a few 5, 6, 7- digit numbers and ask them to order them smallest to largest.
Spellings	Suffixes: -ism and -ist	Children will receive spellings at the beginning of each half term. Children will also receive a list of the year 5/6 statutory spellings. These are spellings they are expected to know by the end of year 6.
RE – Why does religion look different around the world?	To identify similarities and differences between some Abrahamic religions. To explain why traditions can vary within a religion. To recognise how some religious practices are influenced by culture and scripture. To discuss reasons why someone may choose to cover their hair.	- Discuss different religions with your child. What can they remember from RE lessons in previous years? - What are some traditions in Christianity?
PSHE – My Healthy Self. How do my choices today shape my future health?	Describe how brushing, flossing and limiting sugar over time can protect teeth. Interpret traffic light food labels and select healthier swaps for a balanced diet Explain how past experiences can influence strong and complex feelings. Explain the difference between a growth mindset and a fixed mindset. Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.	- Make healthy food choices together: look at the traffic light labels when out shopping and compare products - Get active together: walk, dance, swim, cycle! Talk about how being active is helping both body and mind - Talk about your feelings: discuss how feelings such as anxiety, frustration, embarrassment might show themselves and how we can make ourselves feel better
History- What can the census tell us about the local area? (Long Eaton lace making and upholstery)	To explore the purpose and creation of a census. To create questions about Victorian children using a range of sources. To explore jobs available in the past using the census. To make inferences about women’s lives in the 1900s using the census. (The life of Evelyn Dove) To conduct an enquiry about my local area using the census.	- Discuss what a census is - Talk to your child about how jobs have changed over time. - Walk around your local area and see if you can spot anything interesting from Long Eaton’s past.
Science – Living Things: Classifying	To explain classification using the Linnean System To classify the cold-blooded vertebrate groups using their common characteristics. To classify the warm-blooded vertebrate groups using their common characteristics. To classify invertebrates using their characteristics. To describe how the plant kingdom is organised. To describe and classify micro-organisms.	The children will be classifying living things by exploring how vertebrates, invertebrates, plants and micro-organisms are grouped according to shared characteristics. Explore with your child what they already know about this area of Science.
Music – Dynamics, pitch and texture: Fingal’s Cave	To appraise the work of a classical composer (Felix Mendelssohn) To improvise as a group, using texture, dynamics and	- Sing together: sing along to favourite songs together, encouraging your child to keep in time and remember the lyrics.



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	pitch. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	- Talk about songs: when listening to songs together, can your child identify the chorus, verse and bridge? Can they draw a pattern to represent the song?
PE - Netball	To consolidate “attacking” skills. To consolidate “defending” skills. To create tactics to outwit opponents. To apply tactics to game situations. To compete in a tournament.	- Practise passing and catching - Play movement games - Watch netball games – lots available online!
Computing – Computing systems and networks: Search engines	Explain what a search engine is, suggest several search engines to use and explain how to use them Suggest that things online are not always true and recognise what to check for. Explain why keywords are important and what TASK stands for, using these strategies to search effectively. Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.	In addition to the Computing unit, the children will complete lessons on Online Relationships and Online Bullying. https://kidsonlinesafety.campaign.gov.uk/ This website includes suggested activities and themes to discuss with your child.