

Etal Class Overview – Autumn 2 2024

Subject	What we will learn this half term	
English	Our class focus this term is A Hint of Snow White. This is a play based on the story of Snow White and the Seven Dwarves. Our class novel this half term is A Christmas Carol, by Charles Dickens. We will use these texts alongside a range of fiction and non-fiction texts, to continue to develop our vocabulary and skills in inference, prediction, clarification and evaluation. This half term we will produce a range of writing including: ● Playscript ● Free write (assessment)	
Maths	<u>Year 5</u> Negative numbers: counting, comparing and calculating ● Positive and negative numbers can be used to represent change. ● Our number system includes numbers that are less than zero; these are negative numbers. Numbers greater than zero are positive numbers. ● The negative/minus symbol (–) is placed before a numeral to indicate that the value is a negative number. ● Negative numbers can be shown on horizontal scales; numbers to the left of zero are negative (less than zero) and numbers to the right of zero are positive (greater than zero). The larger the value of the numeral after the negative/minus symbol, the further the number is from zero.	<u>Year 6</u> Multiplication strategies for larger numbers and long multiplication ● When multiplying two numbers that are multiples of 10, 100 or 1,000, multiply the number of tens, hundreds or thousands and then adjust the product using place value. ● When multiplying two numbers where one number is a multiple of 10, 100 or 1,000, use short multiplication and adjust the product using place value. ● Two two-digit numbers can be multiplied by partitioning one of the factors, calculating partial products and then adding these partial products. This method can be extended to multiplication of three-digit numbers by two-digit numbers. ● '<i>Long multiplication</i>' is an algorithm involving multiplication, then addition of partial products, which

	• Knowledge of the positions of positive and negative numbers in the number system can be used to calculate intervals across zero. • Negative numbers are used in coordinate and graphing contexts. Common structures and the part-part-whole relationship • Mathematical relationships encountered at primary level are either additive or multiplicative; both of these can be observed within the structure of part-part-whole relationships. • Problems in many different contexts can be solved by adding together the parts to find the whole. Different strategies can be used to calculate the whole, but the structure of the problem remains the same. • If the value of the whole is known, along with the values of all but one of the parts, the value of the missing part can be calculated. Different strategies can be used to calculate the missing part, but the structure of the problem remains the same. • Problems in many different contexts have the 'missing-part' structure.	supports multiplication of two numbers with two or more digits. • Multiplication where one of the factors is a composite number can be carried out by multiplying one factor and then the other factor. Division: dividing by two-digit divisors • Any two- or three-digit dividend can be divided by a two-digit divisor by skip counting in multiples of the divisor (quotient < 10); these calculations can be recorded using the short or long division algorithms. • Any three- or four-digit dividend can be divided by a two-digit divisor using the short or long division algorithms (including quotient ≥ 10). • When there is a remainder, the result can be expressed as a whole-number quotient and a whole-number remainder, as a whole-number quotient and a proper-fraction remainder, or as a decimal-fraction quotient.
Science	Animals including humans • Identify key stages in a mammals life cycle • Explore gestation periods of mammals	

	• Learn about foetal development • Investigate hand span of differently aged children • Learn about changes experienced in puberty • Describe the changes that humans may experience during old age.
Humanities (History & Geography)	Mountains of the world (Geography) • Know that geography is the study of places and the relationships between people and their environments • Know the structure of the Earth - crust, mantle, outer core and inner core (see the diagram below) • Know that the crust is a layer of rock on the surface of the Earth • Know that the mantle forms about half of the inside of the Earth and is a layer of rock underneath the crust • Know that the upper mantle is hard but there is magma (liquid rock) beneath • Know that the core is at the centre of the Earth and mostly consists of iron • Know that temperatures at the core can reach 5500°C • Know that the crust and upper mantle of the earth are divided into large tectonic plates that ‘float’ on the liquid rock beneath (see diagram below) • Know that a fault is a crack in the surface of the Earth • Know that some volcanoes are even tall enough to be classed as mountains • Know that a mountain is a landform that rises prominently above its surroundings. It is generally distinguished by steep slopes, a relatively confined summit, and considerable height • Know that the height of mountains is measured as the height above sea-level • Know that the Himalayas is the tallest mountain range on Earth • Know that Mount Everest is the tallest mountain on Earth
Art & D&T	Textiles - Waistcoat • Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product.
RE	Why is the Torah so important to Jewish people?

	Make sense of belief: ● Identify and explain Jewish beliefs about God ● Examples of some texts that say what God is like and how Jewish people interpret them Understand the impact: ● Make clear connections between Jewish beliefs about the Torah and how they use and treat it. ● Make clear connections between Jewish commandments and how Jewish people live (eg. Relation to kosher laws) ● Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (difference between orthodox and progressive) Make connections: ● Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today ● Consider and weigh up the value of eg, tradition, ritual, community, study and worship in the lives of Jews today. Articulate responses on how far they are valuable to people who are not Jewish
PSHE	Keeping safe ● Jobs that people do to keep us safe ● Rules and why we follow them ● What to do in an emergency, who to speak to, who to call, who can help ● How to deal with hazards ● Medicines
PE	This half term some of Etal Class will go swimming on a Wednesday afternoon. The rest of the class will have PE. We will have PE with NUFC on a Thursday- children should come to school in their PE kit on those days. We will also run the daily mile every afternoon!
Computing	Creating media - Video production Learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At

	the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.
Music	Social theme: How Does Music Bring Us Together? Music will be concentrating on singing songs for the Christmas show. Looking at the way songs add to the effect of a production. Learning words to songs. Discussing the tempo. How do the songs create different moods in the play.
French	

Notices

Homework is set on Fridays for pupils to be completed online by the following Thursday. Homework diaries should be signed each week by a parent or guardian and pupils are expected to record independent reading in their homework diaries.

Useful Links

Maths:

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years>

<https://play.prodigygame.com/>

<https://play.ttrockstars.com/ttrs/dashboard>

SAT's companion

English:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.spellingshed.com/en-gb/index.html>

[ReadTheory | Free Reading Comprehension Practice for Students and Teachers](#)

SAT's Companion