

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic design.

BADGERS

Year 5/6 Curriculum

Meeting 2025-26

Welcome to BADGERS CLASS 2025-26.

Class Teachers

Mrs Clarke

Mon-Fri (Mornings)

Mrs Biles

Mon/Wed/Thurs (Afternoons)

Miss Priestley

Fri (French)

Badgers TA = Mrs Leatham

Daily timings

Badgers' lessons will start at 8.30 a.m. The school day finishes for us at 3.20 p.m. Children continue to enter through the front entrance of school. We will dismiss children from the front entrance.

Communication books





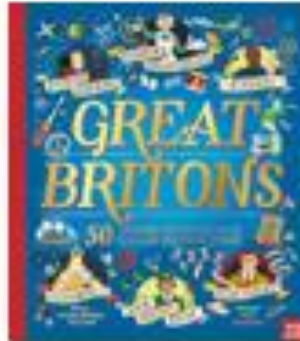
We will continue to use communication books. If you have any concerns or worries please write in the book and we will try to answer any questions you have. Communication books will need to be in school daily as we will use these to keep you up to date with any news of issues that have occurred during the day. We will also ask children to stick any first aid slips in them to ensure that they are not misplaced before home time! All home learning app codes are stuck inside the front cover for the children to access at home. **Dojo Classroom** can also be used to send messages.

English - How is it taught?

In Autumn term 1, English is taught similarly to the previous year group to aid transition and check prerequisite skills.

- ▶ Small group work / differentiated or scaffolded tasks
- ▶ Practical / drama / freeze frame / hot seating.
- ▶ Meaningful contexts - writing linked to high quality text. (Class Reading)
- ▶ Whole class reading (Reading List) New book each half term.
- ▶ Develop English language – grammar and spelling activities (Whole class reading enables high quality discussions about unfamiliar words or phrases).
- ▶ Appropriate challenges – Weekly opportunities for independent writing.
- ▶ Personal / Peer review of writing – children work together to talk / evaluate / review/ edit their writing.
- ▶ Home Learning linked to grammar / spelling activities covered in class.

Reading Book List

<p>Autumn Term 1</p> <p>The <u>Malamander</u> by Thomas Taylor</p> 	<p>Spring Term 1</p> <p>The Explorer by Kathrine Rundell</p> 	<p>Summer Term 1</p> <p><u>Whisperwicks</u> by Jordan Lees</p> 
<p>Autumn Term 2</p> <p>Greek Myths by Geraldine McCaughrean</p> 	<p>Spring Term 2</p> <p>Skellig by David Almond</p> 	<p>Summer Term 2</p> <p>Great Britons by Imogen Russel Williams</p> 

Coverage - English - Year 5

Reading

Word Reading - Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension - Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Long multiplication

$$\begin{array}{r} 4673 \times 23 = \\ \underline{9346} \\ 14019 \\ \hline 107479 \end{array}$$

Maths - How is it taught?

In Autumn term 1, maths is taught similarly to the previous year group to aid transition and check any misconception.

- ▶ Small group work / differentiated tasks
- ▶ Practical (use of concrete objects if needed)
- ▶ Meaningful contexts – everyday maths
- ▶ Develop maths language – through questioning and stem sentences. Working wall vocab.
- ▶ Reasoning/ Problem solving – weekly tasks.
- ▶ Appropriate challenges – opportunity to extend learning through mastery tasks.
- ▶ Mastery tasks - readily available every lesson to extend learning.

Statutory and non-statutory



The national curriculum in England

Framework document

December 2014

Source: Department for Education (2014)
*The national curriculum in England:
Framework document.*

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above.
- **read Roman numerals to 1000 (M) and recognise years written in Roman numerals.**

Coverage - Maths - Year 5

Number. Place Value & Rounding

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Addition & Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & Division

- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including lengths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions.

- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Properties of Shapes

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).

Identify:

- Angles at a point and one whole turn (total 360°).
- Angles at a point on a straight line and a turn (total 180°).
- Other multiples of 90°
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Measures

- Convert between different units of metric measure.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
- Estimate volume and capacity.

Home Learning

Home learning will be set of Fridays and should be completed by Thursday of the following week.

If children have difficulty completing online home learning at home – they have the opportunity use the I pads at any break or lunchtime or to attend homework club on Thursday lunchtime with Mrs Clarke.

Spellings (Spelling Frame) - Spelling test on Friday morning (Spellings written in sentences)
(One test need to be complete online -Spelling Frame by Thursday)

Maths (IXL) Tasks will be set on-line.

English Grammar- (IXL) Tasks set will be listed in the communication book.

(All IXL tasks – spend at least 10 mins per task or reach 100 points)

(All login codes are stuck on the inside of the front cover of their communication) *All tasks support the learning in school so that most children should be able to complete them independently.*

Independent Reading: - Children should try and read every day at home.

Newton Tony Primary School CE VC

Autumn Term 1 -Badgers learning journey.

Our key line of enquiry for this term is :- What does a hero look like?

English

Using our core text –

Trolls Stink

The Children will have the opportunity to discuss initial thoughts on the Characters within the story, and the troll's behaviour. They will make predictions about what might happen next.

They will revisit the rules for using Capital letters (start of sentences, proper nouns) and full stops. Introduce Coordinating Conjunctions and subordinating Conjunctions. We will discuss the story's resolution and the key themes of Cyberbullying, empathy, and kindness. We will also explore how the author uses speech to show the Characters' personalities and feelings. The Children will write their own draft, focusing on incorporating all the grammar elements from the unit.

We are reading...



You are welcome to buy your child a copy of the termly class book this term. Children love to read along in class with their own copy. Please let us know if you would like the school to buy the books. We are happy to!

Malamander – written by
Thomas Taylor

Maths

This term we will be focusing on:-

- Representing numbers to 10,000,000 (including Roman Numerals to 1000)
- Comparing and ordering numbers to 1,000,000.
- Rounding number to the nearest 10/100/1000 within 100,000.
- Negative numbers.
- Multi step problem solving.
- Add/Subtract/Multiply/divide 445 digit numbers using a formal written methods.
- Identifying common multiples.
- Identify equivalent fractions.
- Simplify fractions. (including improper)

Spelling

SCODE Can we crack the code yet? We start with a test to see what we already know!

Our focus sound /sh/ coded sh, ch, ti, si, ssi, ci including curriculum words; *shoulder, competition, explanation, pronunciation, conscience, conscious, sufficient, appreciate, especially,*

Hip homophones; *stationary/stationery*
Superb suffixes; ous, cian

Remember to practise your spelling frame daily.

Science

Living things: Classifying Big and Small

Children will broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They will discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Children will use and produce branching and number classification keys to sort and identify organisms.

RE

Sikhism– How far would a Sikh go for his/her religion?

We will be exploring how Sikhs practice their religion, making links to their underpinning beliefs.

History

What can the Census tell us about our local area?

This term, we will be exploring local history studies and conduct one of our own!

We will:

- Identify the type of information the Census gives about people. Use the Census information to make inferences about people from the past, providing supporting evidence for their statements.
- Make observations from the Census and identify changes between periods of time.
- Know the dangers of working in a textile mill.
- Create questions to identify the thoughts and feelings of a Victorian working child.
- ReCreate the lives of people who lived locally, using historical sources.

Art and Design

Art and Design:

Painting and mixed media: Portraits

Children will investigate self-portraits by a range of artists. They will use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.

Music

South and West African Music

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

PSHE

Family and Relationships

Through this unit, children will learn that families are varied and differences must be respected; understand physical and emotional boundaries in friendships; explore the roles of bully, victim and bystander; how behaviour affects others; behaviour affects others; Consider manners in different situations and learn about bereavement.

Computing

Online Safety – Life online

To describe online issues that give us negative feelings and know how to get help.

Programme Music using code

- Explain their scene in the story.
- Link musical concepts to their scene. Include a repeat and explain its function to enhance music.
- Code a piece of music that combines a variety of structures. Use loops in their programming.
- Recognise that programming music is a way to apply their skills.

PE

Tuesday – Fitness

Friday – Hockey

Please remember, School PE kit and trainers will be required for both sessions.

French

Bonjour ! Portraits

Children will have the opportunity to recognise English words that have been borrowed from the French language, and speak in sentences using familiar vocabulary.

Newton Tony C of E VC Primary School Agreement for the acceptable use of the internet, e-mails and computers

At Newton Tony C of E VC Primary School, we understand the importance and benefits of using computers to help with children's learning and personal development. However, we also recognise that safeguards need to be in place to ensure children are kept safe at all times.

Acceptable Use Policy is intended to ensure that young people will be responsible users and stay safe while using the internet and other communications.

Please ensure your child does not have a whatsapp account and they are not staying up late gaming.

In Badgers we use the following on-line sites:

Mathletics
Spelling Frame
IXL
Tinkercad
Swiggle
Scratch
Kidgenie (AI)

The children will also be given individual email addresses for their computing lessons. These can only be used at school and children will only be able to email other children in school and teachers.

Teachers will be able to look at any emails sent to monitor them.

We teach the children about on-line safety at the beginning of every term and they understand that they should tell a trusted adult if they feel at all unsafe or unsure of what they are seeing.

Things to Remember

- Pupils should only bring in essential items (coats, water bottles pencil cases and packed lunch if they do not have school dinners). **NO BACKPACKS**
- Year 5/6 start of day is at 8:30am and end of day is at 3.20pm.
- Pupils should bring in a refillable water bottle everyday.
- PE Kits to be worn to school on PE days and worn throughout the day.

PE days for Badgers

- Wednesday
- Friday

Home Learning

Set on Friday - Completed by Thursday following week.