

BUCKINGHAM PRIMARY SCHOOL CURRICULUM INFORMATION

AUTUMN TERM: FIRST HALF TERM 2026

YEAR FIVE: SPRUCE AND OAK

<u>English:</u> - In English this term our first unit will be based on 'Varmints' by Helen Ward and Marc Craste. This picture book shows the dangers of urbanisation and the loss of natural habitats. The story will allow children the opportunity to develop their writing skills, with a particular focus on writing a; - diary entry - persuasive letter - Our second unit will be based on the epic Beowulf. This piece of classic literature was written in Anglo-Saxon (Old English) and is a heroic story about a Scandinavian warrior called Beowulf. In this unit the children will write a; - Short piece of descriptive writing about a fight between two main characters. - A longer front-page newspaper report about a key event at the end of the story. - There will be a focus on reading this term with the expectation that children read every night. We encourage children to read aloud to an adult three times a week so that questions can be asked	<u>Maths:</u> <u>Number and Place Value:</u> - Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. - Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. - Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. - 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. - Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers both mentally with more than 4 digits, including using formal written methods (columnar addition and subtraction) as well as solving multi-step problems.	<u>Science:</u> ❑ Area of study: <i>Materials</i> - To compare and group together everyday materials and explore their uses depending on the basis of their properties. - To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. - To use knowledge of solids, liquids and gases to decide how mixtures can be separated. - To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. <u>Humanities:</u> ❑ Area of study: <i>The Maya</i> - Understand why we study The Maya and why they are considered important. - Explain how Maya society was structured. - Describe the importance of food, religion, buildings and leisure time. - Explain the reasons for the end of the Maya civilization. <u>French:</u> ❑ Area of study: <i>Je me presente</i> - Introduce themselves by saying their name and asking another person their name. - Ask another person how they are	<u>PSHE:</u> ❑ <i>My healthy self: How can I support my mind and body as I grow?</i> - Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. <u>Computing:</u> ❑ <i>Introduction to computer systems</i> This unit explores how computer programmes work. Children will learn to: - Understand that computers can be connected together to form systems. - Recognise the role of computer systems in our lives - Experiment with search engines and describe how search engines select and rank results. - To recognise why the order of results is important, and to whom. <u>P.E:</u> Indoor: <i>Swimming</i> - Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P Outdoor: <i>Fitness</i> - To understand how speed helps me in other activities and apply this. - To understand how strength helps me in other activities and apply this. - To understand how agility helps me in other activities and apply this. - To understand how balance helps me in other activities and apply this. - To understand how co-ordination helps me in other activities and apply this. - To understand how stamina helps me in other activities and apply this.
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about the text, plot and characters discussed.		and to be able to give a range of answers to the same question. - Phonetics <u>Music:</u> ☐ Area of study: <i>Livin' On A Prayer by Bon Jovi</i> - Listen and appraise this song and other Classic Rock songs. - Learn and build on their knowledge of music through games, activities exploring rhythm patterns and composing.	<u>Art:</u> Our focus this term will be drawing. We will investigate how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. <u>R.E:</u> ☐ Area of study: <i>Where did the Christian Bible come from?</i> - Ask and respond to questions about the Bible. - Learn about the History of the Bible and its features. - Investigate contents of the Bible - Learn about different translations of the Bible and what it means for Christians today. - Understand the difference between literal and symbolic truth and to reflect on personal emotions.
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General information:

☐ **Homework:**

This half term, homework will consist of:

- Century nuggets will be set on Thursday and to be submitted by the following Thursday.**
- Learning **times tables** - the children should learn, by recall, **all** the times tables (**up to 12 x 12**) and their related division facts as soon as possible, as this is the **Year Four** expectation. The children will have a **times tables test** every **Thursday**. Children should access Times Tables Rockstars at home to improve their speed and accuracy.
- Reading daily for 20 minutes** including **at least three times week with an adult**. An adult should sign the reading diary at least three times a week. The teacher will check these **every Monday**. In Years Five and Six, we are focusing on developing a love of reading for pleasure through the provision of an extensive library of 'Bucket' books in the Year Five shared area where children can choose a reading book. Children can bring back their 'Bucket' Book to be changed whenever they have finished their book.
- Learning spellings** - the children will be taught their new spellings at the beginning of each week. These spellings will then be available online for the children to practise in **Spelling Shed via the EdShed website**. as part of their weekly homework. There will be a **spelling test every Thursday**.
- Homework tasks** – the children will be given a selection of different tasks which they can choose to complete over the course of the Autumn Term. A list of these tasks will be handed out to your child. These tasks are also available to view on Google Classroom. These tasks will vary in subject, method of recording and in the level of challenge. The intention is that within the list, the children will find something that interests and engages them. They will have the term to complete this homework. At the end of this half term and, at the end of the autumn term, time will be set aside in each class for the children to share a task (with their peers) that they have completed. New homework tasks and spellings will be given out in Spring Term.

❑ **Reminders:**

- **Library books:** Children will take their book home to read and they need to bring this in every day, along with their Reading Diary.
- **P.E days** are **Mondays** (swimming) and **Thursdays** for outdoor PE. Please ensure that children arrive promptly on Monday mornings ready for swimming.
- **On P.E days, children must wear their P.E kit to and from school. Buckingham P.E kit** consists of **royal blue shorts and a Buckingham logo t-shirt**. Children may wear trainers with this kit and should wear **plain black or navy jogging bottoms** and **the same colour sweatshirt (without markings)** when it is cold. Please note that leggings should not be worn for P.E lessons. Children must also not wear football kit.
- Please ensure your child brings a named water bottle to school every day.
- Your child must wear a warm, waterproof, named coat to school when the weather is wet and/or cold.

❑ **How you can support your child's learning:**

Please ensure your child:

- Regularly practises the **times tables up to 12 x 12**; it is the national expectation that by the end of **Year Four** that all children **know all of these multiplication facts (and the corresponding division facts) by quick recall**.
- **Brings their reading book and reading diary into school every day.**
- Completes their homework to a good standard and submits it on time.
- Wears their full P.E kit to school on their allocated P.E days.

❑ **Dates for forthcoming events:**

- **Monday 14th September:** Year Five Meet the Teacher Meeting (2:30pm and 5:30pm)
- **Tuesday 22nd September:** Packed Lunch Workshop for parents/carers (2:30pm and 5:30pm)
- **Thursday 1st October, Thursday 8th October, Thursday 15th October:** Pre-school Library Club 9:00 – 9:30am
- **Monday 5th October:** Helping Hands Workshop in school. Further details to follow.
- **Week beginning 5th October:** Scholastic Book Fair (from 3:20pm in the main hall)
- **Tuesday 13th October and Thursday 15th October:** Parent/Teacher Meetings (4:00pm – 6:30pm). Further details to follow.
- **Friday 16th October:** Whole school Nasal Flu vaccinations

Future dates:

- **Tuesday 17th November:** Reading workshop for parents and carers (2:30pm and 5:30pm)
- **Friday 18th December:** End of term 3:00pm