

Do things change forever?

Beaver Class Topic Web

Autumn Term 1

English

Our work will be springing from the pages of our class novel, Harry Potter and the Philosopher's Stone by JK Rowling. If you have never read the book and only seen the film why not take this opportunity to read it with your child this half term?

Maths

Our maths this half term is based around understanding the value of digits in larger numbers, up to a million for Year 5 and ten million for Year 6. We will be ordering, sorting and rounding numbers, looking at negative numbers and moving onto calculating with them, adding and subtracting in Year 5 and using all four operations in Year 6.

Science

In Science it is all about materials this term:

- What properties do materials have?
- What are they good for?
- How can we group and sort them?
- What will dissolve?
- Can we get things back after they have dissolved?
- Are some changes reversible?

Art and DT

In Art this term we are developing our drawing skills and using sketching pencils for shading while learning how to draw faces. In DT we are planning some cookery where we can look to see how the materials we cook with change.

Computing

In computing this half term we are going to talk about internet safety and do some coding using Scratch. You can download a free version at home if you want to play along.

PSHCE

We are thinking about some big issues together in our PSHCE topic WE ARE ALL STARS including:

- Living in the wider world
- Relationships
- Rights and responsibilities
- Respect and tolerance
- Community
- Getting to know each other
- Working together
- British values – class rules, the rule of law and democracy
- Liberty, tolerance conflict

In RE we are thinking around the question:

What does it mean if Christians believe God is holy and loving?

In our Yeti maths we are taking a skill to work on each day

Monday - I can count forwards and back beyond 0.

Tuesday - I can use place value or adjusting to add and subtract mentally.

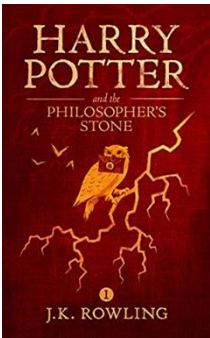
Wednesday - I can recall and use the multiplication facts for all times table.

Thursday - Step challenge

Friday I can multiply and divide by 10, 100 and 1,000.

In PE we are swimming at GL1 and learning some Tag Rugby skills with our Atlas Sports coach.

Our value is **THANKFULNESS** – Can you think of ways to be thankful at home together?



Science National Curriculum objectives			
<ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets reporting and presenting findings from enquiries know that some materials will dissolve in liquid to form a solution planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 			
Year 5 Maths National Curriculum		Year 6 Maths National Curriculum	
<p>compare numbers to at least 1000000 and determine the value of each digit.</p> <ul style="list-style-type: none"> 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. 	<p>Add and subtract numbers mentally with increasingly large numbers.</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). 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. 	<p>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <ul style="list-style-type: none"> Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. 	<p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> <ul style="list-style-type: none"> Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
Year 5 Writing (not including punctuation and spelling)		Year 6 Writing (not including punctuation and spelling)	
<ul style="list-style-type: none"> Use expanded noun phrases precisely to add detail across a piece of writing Indicate degrees of possibility through the use of adverbs Indicate degrees of possibility the rough the use of modal verbs Use of inverted commas and other punctuation to indicate direct and reported speech Use relative clauses beginning with who, which, where, when, whose and that 		<ul style="list-style-type: none"> Use expanded noun phrases across writing to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause Control the use of inverted commas for direct speech, reported speech and quotations Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths 	
Art and Design National Curriculum		Design and Technology National Curriculum	
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>to learn about great artists, architects and designers in history.</p>		<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity</p> <p>They should be taught to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	