

Year 5/6 Curriculum Letter—Autumn 1

Welcome to Autumn 1

Your Year 5/6 team are : Mr Sheerin, Miss Collins, Mrs Foan, Miss Corbin, Mrs Molyneux, Mrs Greenough and Miss Farmer.



Our school community will be:

A home for the heart, an adventure for the mind
and a foundation for the future.



Our School Values



Aspiration



Resilience

At Old Sarum we...

Offer kindness
Listen to each other
Do our best

Stay Safe
Ask for help
Respect everyone
Use our time wisely
Make a difference

Our golden rules



50 things promise:

Vote in an election



Year 5/6 Expectations

Children are expected to be role models for the rest of the school. This includes walking around the school quietly, lining up smart, straight and sensible and remaining silent in assembly to show a good example to the younger children.

There will be a big push on presentation in all curriculum books. Children are expected to read at least 20 minutes every day. Year 6 will be set homework on a Friday with the expectation it is due in by the following Wednesday.

Useful Web links

TT Rockstars

<https://ttrockstars.com>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Class Charts

<https://www.classcharts.com/parent/login>

Maths bot

<https://mathsbot.com/>

The Oak Academy

<https://www.thenational.academy/>

Key dates

03.09.2026—First day of term

08.09.2026—Meet the teacher

15.09.2026—Braeside residential meeting for Year 6
parents/carers

18.09.2026—Macmillan coffee morning

05.10.2026—Open classroom

16.10.2026—Harvest festival

16.10.2026- Final day of half term



Autumn 1



English

In English, we are going to be writing a setting description focussing on:

Use of powerful adjectives including compound adjectives.

Similes, personification and pathetic fallacy.

Building atmosphere through describing a setting.

French

To recognise the definite article in the plural form.

To identify adjectives in feminine and plural forms.

Music

- To know that a film soundtrack includes the background music and any songs in a film.
- To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.

PSHE

- They can speak to someone at school or Childline if a family relationship is making them feel unsafe.
- How people deal with fallouts and disagreements can affect how strong their friendships become.

Computing

- Recognise that Scratch is a coding application with music elements.
- Predict the effects of different code blocks and explain discoveries from tinkering.
- Code a soundtrack using sound blocks, loops and nested loops to enhance a scene.
- Use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern.

RE

- Identify challenges people face because of their religious beliefs.
- Suggest ways to create positive change.
- Express the different ways light symbolises celebration.
- Assess different points of view.

Reading

The children will follow a reading scheme which focusses on looking at words in context and expanding their vocabulary. We will read a variety of texts from different genres and answer retrieval and inference questions on them.

We will also complete targeted lessons to support children with SATS.

Maths

- Year 5 will start Maths with decimals, recapping learning done in year 4 and how decimal numbers are partitioned.
- Year 6 will calculate using knowledge of structures, using manipulatives to calculate.

Arithmetic will be taught every Friday and on two more occasions during the week.

History

- To understand that historical periods have characteristics that distinguish them.
- To understand how to represent a scale on a timeline.
- To know that change can be brought about by conflict

Science

We will be undertaking a range of practical work looking at materials and pupils should:

- Describe the life cycle of a plant, including the reproductive stage.
- Describe the life cycle of a mammal.
- Describe the life cycle of a bird and compare it with that of a mammal.
- Describe the life cycle of an amphibian.
- Describe the life cycle of an insect and compare it with that of an amphibian.
- Describe asexual reproduction in plants

Art

- Use various types of lines to emphasise emotion or draw attention.
- Describe how artists have shown emotion.
- Describe how artists have created an effective composition using a focal point and balance.
- Use colour and line to convey emotion or movement in their sketch.

PE (recommended clothes—trainers, shorts, T Shirt, jogging bottoms, tracksuit top)

The children will have one indoor and one outdoor PE session a week. Please ensure children wear their PE kits into school on these days.

Apaches - Wednesdays and Fridays. Merlins—Wednesdays and Fridays. Spitfires— Thursdays and Fridays.