

Seahorses Class



Curriculum Information

Autumn Term

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

Curriculum Newsletter

September 2025

As Readers we will be reading *Number the Stars* by Lois Lowry which complements our History topic of World War 2. The book is set in 1943 and the focus is a school girl named Annemarie Johansen, whose life in Copenhagen is a complicated mix of ordinary home and school time, food shortages and the constant presence of Nazi soldiers. As the German troops begin their campaign to 'relocate' all the Jews of Denmark, the Johansens take in Annemarie's best friend, Ellen Rosen, and pretend she is part of the family. The girls live like sisters until it becomes clear that something more needs to be done to save Ellen, her family and the Jews of Denmark.'



Throughout the weeks in our Reading Rangers lessons we will be exploring this text through the lenses of **VIPERS**. This means we will be honing our skills to look closely at the use and understanding of **V**ocabulary, reviewing what we can **I**nter from the text, **P**redicting what could happen, **E**xplaining what the writer is telling us, **R**etrieving information, **S**ummarising

As Mathematicians we will be starting the half term investigating Place Value. Place value is the value of each digit in a number. For example, the 5 in 350 represents 5 tens, or 50; however, the 5 in 5,006 represents 5 thousand, or 5,000. It is important that children understand that while a digit can be the same, its value depends on where it is in the number.



We will then move onto exploring more about each of the 4 operations, focusing on addition, subtraction, multiplication and division, working up to thousands (Y4) hundred thousands (Y5) and millions (Y6).

Key vocabulary: hundreds, thousand, ten thousand, hundred thousand, millions, greater than, less than, rounding.

As Writers we will be studying Pie Corbett's story of 'Adventures in Sandy Cove'. This high-quality model text of an "Adventure Story based on the plot of finding" will be used to inspire and challenge our own writing, both as a reader and as a writer. We use the Talk for Writing method, which has a three-stage approach of imitation, innovation and invention.



Children are introduced to a model text which we learn and internalise the language, writing ideas and features. We then innovate by co-constructing new versions of the model text using the same structures and techniques in our own writing. Eventually, children invent their own writing, on a different theme but in the style of the model text and after some support, this will be written independently.

Key vocabulary: rock-pool, wolf-like, menacingly, scramble, pounded, crouched, cast, ducked down, trace, priceless.

As Scientists we will expand on our prior learning about light to explore ways to demonstrate how light travels in straight lines. We will investigate the behaviour of light, how shadows change, how shadow puppets work, which materials light can pass through, reflections, rear view mirrors and periscope design.

Key vocabulary: light, dark, shadows, light source, mirrors, light rays, straight lines, reflection, refraction.



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As Athletes we will be further developing our skills in tri-golf, football, tag-rugby (a non-contact sport), netball and cross country.

We will continue swimming lessons at AHS this term with the aim to grow every child's water confidence as an essential life skill. Eventually they should be able to use a variety of strokes effectively (breaststroke, front crawl, back crawl, butterfly), competently swim 25 metres and be able to perform safe self-rescue in water by the end of Year 6 / Key stage 2.

As Historians we will be investigating the events of World War 2 and the impact they had on children during measures such as evacuation, rationing, blackouts, air-raid shelters and the Blitz. To help us understand this important period in our modern history, we will look at primary and secondary sources, learn information and consider what they are saying to gain empathy and understanding of both sides.

As Geographers we will be exploring the countries of Europe and building on our knowledge gained in Milestone 2 (Sea Turtles). We will be learning more about the countries and borders within Europe. then choosing a country to investigate more deeply, always considering both the physical and human features of these places in our nearest continent.

As Artists we will be 'Capturing Conflict', considering how Art was produced and used during World War 2 and we will be investigating and re-creating the symbol of the poppy.

As Designers we will be looking at different materials, colours, textures, shapes and sizes. Our design brief will be created with the use and purpose of these resources in mind.



As Musicians we will continue to learn about the language of music through playing the glockenspiel. Our learning will be focused around exploring and developing playing skills building on our previous knowledge of the glockenspiel and recorders.

This overview is intended to give you a flavour of what we will be learning this half term. If you recognise any of this 'good learning' at home, please feel free to write it on a post it note and send it into school so that we can add it to your child's learning. This will help us to recognise the next steps in learning that your child needs to take.

Any questions about the learning on this overview, please let us know via Class Dojo.

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Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.



Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 3 times a week.



Also, practise with songs, chanting, write them down, get tested by a friend or family member...

Spelling

Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following **Fridays**. Practise your spellings at least 4 times a week.



Paper copies will also be available for practise during the week.

Reading

Read aloud with an adult at least 5 times a week, write this in your Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class and on **Mondays**, the reads will be counted. Of course, you can read independently in addition to this!






Please ask if you are having trouble logging on to Ed Shed or Tackling Tables or if you need to be reminded of your login info.

Your home learning grid is on the following page.

The subject based challenges are for you to have a go at as home learning tasks but remember, dojos are available for all of those who choose to attempt the tasks. The more you do, the more dojos you will get!

Please send in all home learning to us via Class Dojo.

<p><u>WW2 / Art</u> "We will remember them" Design and create your own piece of creative work to commemorate the people or animals who lost their lives in the Second World War.</p> <p>Might you use the universal symbol of the poppy to express this?</p> <p>What media might you use – clay, paint, pencils, mixed media, words?</p>	<p><u>WW2 / DT / Science</u> Parachute Design and test out a parachute (using a toy or weight) that would allow a member of the RAF to land safely. What material will you use? How and where will you test it? Blackout Curtains Investigate materials that would have been best used in a blackout. Find different materials to cover your window one at a time, inspecting outside to see how much electric light shines through - record your findings.</p>	<p><u>English</u> Lost / Found Poster Make a poster describing an imaginary item which has been either lost or found.</p> <p>Use powerful adjectives for description. Use persuasive language to convince someone to look for or give it back. Will there be a reward for safe return?</p>
<p><u>WW2 / Geography / English</u> Diary Be in the shoes of a World War 2 pilot. When and what are you flying? Where did you go? What did you do, see, hear, taste? What hazards did you face? IT - presentation If you prefer, you could blog it or vlog it but remember to include historical details too!</p>	<p><u>Maths</u> Times Table 'Leaflet' Design a leaflet to explain to your younger peers how to round to calculate times tables - the 6, 7, 8, 9, 11 and/or 12s. Give your best ways to remember them and practice them, include examples. Presentation Choose how you want to present this, whether on paper or digitally.</p>	<p><u>WW2 / DT / Maths</u> Ration Book Create your own ration book and research how much food each person was entitled to per week. This can be completed on paper or digitally on a spreadsheet / document. Make do and mend Create a toy using only recycled materials.</p>
<p><u>Times Tables</u> reminder Times tables we need to be comfortable and confident with tables up to 12. Practise via Tackling Times Tables at least  times a week. Will you get the Spelling Frame certificate this month?</p>	<p><u>Spelling</u> reminder Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following Fridays. Practise spellings at least  times a week Will you get your next Tackling Tables certificate this week?</p>	<p><u>Reading</u> reminder Read aloud with an adult, write this in your Reading Record book and get your adult to sign it. On Mondays the reads can become dojos! Read at least  times a week. Will you get a certificate this week?</p>

These are just ideas, all homework showing diligence and / or initiative will be rewarded with dojo points.
Please hand in homework on Thursdays, thank you.