Seahorses Class

Curriculum Information

Autumn Term

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

Curriculum Newsletter

September 2026

As Readers we will firstly be reading Clockwork (or All Wound Up) by Philip Pullman. Apprentice clock-maker Karl must craft a new figure for the great clock in town - but he is exceedingly short on inspiration. When a mysterious little clockwork character appears from nowhere, Karl seems to have found the answer to his prayers. In fact, he is in for a terrible shock…



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**nfer from the text, **P**redicting what could happen, **E**xplaining what the writer is telling us, **R**etrieving information, **S**ummarising and **S**equencing key events from the text.

Key vocabulary: apprentice, hearth, tavern, mechanism, restlessly, expression, supposing.



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 learning about each of the 4 operations, focusing on addition, subtraction, multiplication and division, working up to millions (Y5) and ten millions (Y6).

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

As Writers we will be investigating the familiar story of The Tunnel by Anthony Browne but using a high-quality text based on this story to inspire and challenge our own writing, studying the text, 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, often a different style of writing, connected with the theme of the model text and after some support, this will be written independently.



Key vocabulary: eerie, dank, gloomy, cautiously, instance, whistling, whining, grasping, sneered, clutched, terrifying, slithering, suddenly.



As Scientists we will expand on our early years learning about the seasons and the world to explore space and why we have these seasons. We will investigate the spherical bodies known as planets, geocentric versus heliocentric theories, night and day plus the moon and its phases.

Key vocabulary: sun, star, moon, planet, spherical bodies, axis, satellite, orbit, rotate, geocentric, heliocentric, astronomer.

Curriculum Newsletter

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As Athletes we will develop our skills in golf, football, tag rugby, hockey and our exciting new sport, padel!

Golf – grip, stance, swing, putting, aiming, accuracy, control and striking.
Football – passing, receiving, dribbling, shooting, defending, attacking, space and teamwork.
Tag Rugby – passing, catching, running, evading, tagging, creating space, attacking and defending. *Taught by a local Rugby coach.*
Hockey – stick control, dribbling, passing, receiving, shooting, tackling, positioning and teamwork.
Padel – racket control, serving, returning, rallying, volleys, forehand, backhand and working with a partner. *Taught by a specialist padel coach*.

Throughout the term, children will develop fitness, coordination, teamwork, communication, tactics, confidence and resilience whilst having fun and trying new sporting experiences.

As Historians we will be exploring the **Victorian age**, considering key inventions of this period and seeing the importance they have on life today. This was a time of significant technological, scientific, economic and social change. The British empire grew, and Britain came to rule over a quarter of the world's population. We will investigate British influence across the world after we have looked closer to home and viewed the life of rich and poor during Victorian times. This will include what it was like for children, many of whom worked in factories, chimneys or mines before the Education Act of 1870, which allowed school boards to rule that children aged between five and 13 should attend school. It did not make all education free or compulsory but did order, for the first time, that a school be placed in reach of every child.

Key vocabulary: empire, poverty, revolution, consequence, law, conditions.



As human and social scientists we will be considering the big question of 'How do religious groups contribute to the culture and society of their local area and beyond?' As part of this we will be looking at the work and motivation of religious charities.

Key vocabulary: Christian, compassion, contribution, dharma, Hindu, impact, Seva, society.

As artists we will be discovering **Pop Art** which began in the UK in the 1950s and increased in popularity during the 1960s in our country and significantly in New York, USA. Pop Art was 'art for the masses' it used commercial items and cultural icons such as advertisements, film celebrities, product labels and logos. It was seen as a reaction and a challenge to the seriousness of art styles from the past. We will be considering the work of artists such as the American Roy Lichenstein (1923-97) and
British artists Eduardo Paolozzi (1924-2005) and David Hockney (born 1937).

Key vocabulary: commercial, icons, elite, masses, Dadism, ridicule, silkscreen.



As musicians we will be learning and examining the Adele song, '**Make you feel my love**' and then learning Christmas music for our **Christmas** celebrations.

Key vocabulary: pitch, tone, rhythm, tempo, dynamics, legato, adagio, lento.

This overview is intended to give you a flavour of some of our learning this 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 see your child's fabulous learning and gauge 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	**Spelling**	**Reading**
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…	Spellings to learn each week will be added onto Spellingframe every Thursday and tested at school on the following **Thursday**. Practise your spellings at least 4 times a week. Spellingframe Paper copies will also be available for practise during the week.	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 optional 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.

Art Pop Art Create your own piece of Pop Art by turning an everyday item of your choice (e.g. a tin of baked beans, a slice of pizza, a phone) into your own colourful creation in the style of a pop artist like Lichtenstein.. 	**DT** Be an inventor Do you have an interesting idea you would like to develop? Have a problem that needs solving? Design a new machine, or resolution. Portray your design in whatever format you choose with any materials, show us what it does. Evaluate its strengths and weaknesses.	**English** Letter Write a letter to Queen Victoria to tell her about the condition of life for the poor and try to persuade her to do something to improve it. Could it have been your letter which provoked the Education Act of 1870?
English / History Diary Just like Queen Victoria, write a diary of a day (or days) in your life as a Victorian. You could be rich or poor. What did you do today – work, learning? What are you wearing? Who / what did you see? **IT - presentation** If you prefer, you could blog it or vlog it but remember to include historical details too!	**Maths** Rounding Poster Design a poster to explain to your younger peers how to round to tens, hundreds and/or thousands. Remember – which place value column we are looking at and give some examples. Presentation Choose how you want to present this, whether on paper or digitally and send it in via Class Dojo as usual.	**Art / DT / History** Stamps / Coins Design your own Victorian postage stamps or money (about 4). Which famous Victorians will you include and why?   **IT - presentation** Optional extra to present your designs and reasoning on a PowerPoint with a choice of your own transition and animations.
Times Tables reminder Times tables we need to be comfortable and confident with tables up to 12. Practise via Tackling Tables at least 3 times a week. Will you get your next Tackling Tables certificate this week?	**Spelling** 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 4 times a week Will you get the Spelling Frame certificate this month?	**Reading** 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 5 times a week. Will you get a certificate from Mrs Coe this week?

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.