

ENGLISH: Treason by Berlie Doherty

Our chosen text, Treason, links to our historical topic, The Tudors. Treason is an historical adventure that sees a young boy propelled into a dangerous world and is a thrilling read.

Learning aims:

- To explore a historical fiction narrative.
- To explore in depth, the motivations and actions of different characters.
- To explore key themes within a longer narrative.
- To respond creatively to a fictional historical narrative.
- To discuss and debate contentious issues within a narrative.

Text synopsis:

In Tudor England, shortly after a family tragedy drives a rift between young William Montague and his father, William is summoned to the court of King Henry VIII and made companion to the king's infant son, Edward. William's position at court is a precarious one, and when his father is arrested for treason for refusing to accept Henry as the head of the church, William is forced to go on the run and finds himself alone on London's dangerous streets. After a chance encounter and an unexpected friendship, William hatches a plan to save his father from the horrors of Newgate Prison.

N.B. If you wish to read this text with your child at home, we politely ask for you to avoid reading ahead of the pace we set in school so that pupils can consider genuine predictions based on what has been read in class, as opposed to knowing what will happen in advance. We thank you for your continued support with this.



COMPUTING

Pupils will study computing networks, systems and the Internet. Additionally, they will access the school laptops to support work in other subjects, such as publishing English and using TTS to support multiplication tables in Maths.



SCIENCE: LIVING THINGS & THEIR HABITATS

Please see the separate Knowledge Organisers for further



JIGSAW (PSHCE/RSE)

This half term, we progress to the 'Celebrating Difference' jigsaw piece. Our focus will be on respecting similarity and difference. This unit will include work on anti-bullying, black history and embracing being unique. Pupils will be invited to wear 'odd socks' in support of Antibullying Week's annual campaign, 'Odd Sock'.



FRENCH



Pupils will learn about the 'Carnival of the Animals' by French composer Camille Saint-Saens, looking at the reversed adjective – noun agreement in French. Later in the term, they will re-cap numbers and how to tell the time in French.

RE

We will continue to work on our school values of the month in November (RESPECT) and December: (LOVE). Additionally, pupils will be studying Gospel and Incarnation.

Gospel:

Pupils will identify features of Gospel texts. Taking account of the context, children will suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. They will make connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives. They will have opportunities to relate Gospel ideas, teachings or beliefs to their own lives and the life of their own community in the world today.

Incarnation:

Pupils will learn to describe and begin to explain the place of Incarnation and Messiah within the 'big story' of the Bible. They will identify Gospel and prophecy texts, using technical terms. They will describe and begin to explain connections between biblical texts, Incarnation and Messiah, using theological terms. They will show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. They will comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Children will weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world



ROWAN CLASS AUTUMN II 2022



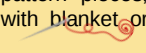
HISTORY: THE TUDORS

Please see the separate Knowledge Organiser for further details.



DT

Pupils will explore Tudor tapestries and learn how to create their initials using cross stitch and other decorative sewing techniques. They will also make a Tudor draw string purse (textile 3D object), learning how to cut pattern pieces, allowing for seam allowance and joining with blanket or running stitches.



MUSIC

Y4: Following our Tudor Theme, pupils will learn how to play a Renaissance dance from notations and how to compose a fanfare. They will be able to identify the beat, rhythm and instruments played and also explore other famous celebratory music, such as Wagner's Bridal March.

Y5: Pupils will explore musical structures such as rhythm, tempo, dynamics and pitch during Brass Band Practice. They will also learn how to improvise with their instrument.



MATHS

Addition and subtraction

The first two weeks will focus on addition and subtraction.



Y4: To use subtraction involving more than one exchange: efficient subtraction; solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why estimating and using the inverse operations are good strategies to check answers to a calculation.

Y5: To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy; adding and subtracting decimals; solving multistep problems.

Multiplication and division

The remaining weeks of this term will focus on multiplication and division.

Y4: It is important for children not just to be able to chant their multiplication tables but to understand what the facts in them mean, to be able to use these facts to figure out others and to use them in problems. It is also important for children to be able to link facts within the tables (e.g. $5 \times$ is half of $10 \times$). They will learn to understand what multiplication means and see division as both grouping and sharing. Additionally, pupils will see division as the inverse of multiplication. The distributive law can be used to partition numbers in different ways to create equivalent calculations. For example, $4 \times 27 = 4 \times (25 + 2) = (4 \times 25) + (4 \times 2) = 108$. Looking for equivalent calculations can make calculating easier. For example, 98×5 is equivalent to $98 \times 10 \div 2$ or to $(100 \times 5) - (2 \times 5)$. The array model can help show equivalences.

Y5: Pupils will have a firm understanding of what multiplication and division mean and have a range of strategies for dealing with large numbers, including both mental and standard written methods. They see the idea of factors, multiples and prime numbers as connected and not separate ideas to learn. They recognise how to use their skills of multiplying and dividing in new problem solving situations. Fractions and division are connected ideas: $26 \div 18 = 26 \div 2 \div 9 = 13 \div 9 = 1.44$. Factors and multiples are connected ideas: 48 is a multiple of 6 and 6 is a factor of 48.

Measuring

Y4: Pupils learn the relationships between familiar units of measurement, e.g. that kilo means one thousand, and can suggest things which are measured in kilometres, metres, litres, kilograms, etc. They learn how to record lengths using decimal notation, and identify the whole-number, tenths and hundredths parts of numbers presented. Later they will revisit perimeter and find the area of rectilinear shapes by counting squares.

Y5: Continue to convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). They also understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Pupils will revisit calculating perimeters, then calculate and compare the area of rectangles using standard units, including estimating the area of irregular shapes.

Geometry

Y4: Pupils describe positions on a 2-D grid as coordinates in the first quadrant and describe movements between positions as translations of a given unit to the

GIFT IDEAS

If you are looking for gift ideas for your child at any point throughout the year, the following items would be highly beneficial. Additionally, spending time with your child reinforcing how to use the following items, will also help your child get ahead in their learning journey.



- *analogue watch (better than digital to understand and master time)
- *collection of different sized jugs/measuring cylinders (ideally with scales up the side) to explore capacity
- *desk/study station
- *dictionary
- *thesaurus
- *chapter book/novel