My Autumn Term Learning – KS2 Lime Tree Class, Jubilee Centre



In the Jubilee Centre, we deliver a mathematics and English curriculum that considers the individual targets for each pupil. We ensure there is clear progression across KS2, teaching pupils at the appropriate year group that they are working in. For mathematics, the focus is on building a strong learning foundation, using manipulatives (such as place value counters) to ensure a clear understanding of each process, before moving onto the pictorial (drawing diagrams) and abstract (writing the calculations). In English, the children add to their growing knowledge as they progress through each year group. Key skills for each year group are outlined on the next page.

In **Physical development (Weekly PE/OT Sessions)**, we will be learning to:

* Move, balance, jump and land with increasing accuracy
* Practise ball skills e.g. target games
* Work collaboratively (turn taking)
* Build simple movement patterns
* Follow rules and a set of instructions
* Perform actions with control and consistency at different speeds and on different levels
* Participate in cooperation games
* Perform simple gym routines
* Work as part of a group to create and perform a sequence
* Describe and explain how performers can transition and link shapes and balances
* Challenge ourselves to move imaginatively, responding to music



In **Mathematics**, we will be learning to:

Numbers to 1000 (Y4 – 10,000/Y5 – 1,000,000, Year 5, 10,000,000)



* Place value
* Compare and order numbers
* Number patterns
* Rounding numbers (Y4/Y5/Y6)
* Interpret positive and negative whole numbers (Y5)
* Roman numerals (Y5/Y6)

Addition and Subtraction

* Simple addition and subtraction
* Add and subtract with and without renaming
* Use models e.g. bar model and part-whole model
* Use various written methods including column addition and subtraction
* Solve word problems
* Understand the use of the equals (=) symbol

Multiplication and Division

* Multiply and divide by 3, 4 and 8 (Y4/Y5 – 6, 7, 9, 11 and 12)
* Multiply and divide with regrouping
* Solve word problems
* Recognise and use square numbers and the notation for squared – 2 (Y5/6)
* Recognise and use cube numbers and the notation for cubed – 3 (Y5/6)

Length

* Centimetres, metres and kilometres
* Compare length

In **Personal, Social and Emotional Development**, we will be learning to:

* Work with a growing independence
* Show a sense of responsibility and membership of a community
* Follow rules, understanding why they are important
* Follow a set of instructions
* Ask adults for help and explain 'why'
* Develop positive relationships with others
* Learn to recognise and understand other people's emotions
* Learn how to manage own emotions



In **Communication and Language**, we will be learning to:

* Engage in stories e.g. by retelling, learning new vocabulary, making inferences, predicting what comes 'next' and inventing new scenarios
* Actively engage in group conversations and take turns to talk
* Expand on own and peers' ideas
* Talk about familiar experiences and share them with peers
* Speech and language therapy targets



In **Year 3 and 4 English,** we will be learning to:

Writing

Plan their writing by:

• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

• Discussing and recording ideas

Draft and write by:

• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

• Assessing the effectiveness of their own and others' writing and suggesting improvements

• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

• Proofread for spelling and punctuation errors

• Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Reading

* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

* Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading and understanding of what they read by:

• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume, action.

• Discussing words and phrases that capture the reader's interest and imagination

Understand both the books they can already read accurately and fluently and those they listen to by:

• Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

• Drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence.

Spelling and Grammar:

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

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Spell words that are often misspelt (English Appendix 1)

Year 3 and 4 Spelling List

In **Year 5 and 6 English**, we will be learning to:

Writing

Plan their writing by:

• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

• Discussing and recording ideas

Draft and write by:

• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

• Assessing the effectiveness of their own and others' writing and suggesting improvements

• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

• Proofread for spelling and punctuation errors

• Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

* To use modal verbs and the present perfect tense to write persuasively

* To use a range of adverbials

* To use a semi-colon to introduce a list

* To use metaphors to describe

* To use a range of figurative techniques to create poetry

* To use relative clauses

* To use the present perfect tense when writing in third and first person

Reading

* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

* Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading and understanding of what they read by:

• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume, action.

• Discussing words and phrases that capture the reader's interest and imagination

Understand both the books they can already read accurately and fluently and those they listen to by:

• Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

• Drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence.

Spelling and Grammar:

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

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Year 5 and 6 Spelling List