

Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Reading - In school, children will read together as a class, focusing on developing fluency (reading at a steady pace), automaticity (being able to recognise and read words instantly, without having to sound them out), prosody (reading with expression, changing tone for questions, excitement or dialogue, pausing at full stops and commas and emphasising important words) and comprehension (understanding texts read). They will also work on building their reading stamina and pace, while accessing a wide range of high-quality texts each week.

There are two types of reading book that your child will bring home:

Reading Practice Book - This book has been carefully matched to your child's current reading level. If your child is reading it with a little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Choice Book - In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The Choice Book is one they have chosen. As children move through Key Stage 2, reading is about much more than decoding words accurately. It involves developing fluency, understanding, critical thinking and a genuine enjoyment of books. You can support this at home by:

- Reading alongside your child and encouraging them to read with expression, considering how punctuation and vocabulary influence meaning.
 - Discussing characters, themes and authors' choices. Ask questions such as *Why do you think the character acted this way?* or *What does this tell us about them?*
 - Encouraging predictions, supported by evidence from the text: *What do you think will happen next? What makes you think that?*
 - Exploring the meaning of ambitious vocabulary and discussing how specific words create particular effects for the reader.
 - Making connections between the text and your child's own experiences, other books they have read or wider world events.
 - Using illustrations, diagrams and text features to deepen understanding and support interpretation.
 - When reading non-fiction, discussing the reliability of information, summarise key ideas and exploring new knowledge together.
 - Encouraging your child to explain, justify and support their opinions with evidence from the text.
- Most importantly, foster a love of reading by sharing a wide range of high-quality texts and making time to enjoy books together.

Geography

As geographers, children will use maps to explore countries, regions and major world features. They will study climate zones, biomes, rivers, mountains, volcanoes and the water cycle. Pupils will develop fieldwork skills, collecting and interpreting geographical data. They will confidently use maps, grid references and compass points to compare places and identify patterns.

Art and Design

As artists, children will learn a new technique called subtractive drawing. They will combine this with previously learned drawing techniques. They will critique the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes, considering chroma and harmony in their compositions.

PE

In Tennis, pupils will build on and refine their understanding of the principles of net and wall games. They will apply and adapt an increasingly complex range of skills, strategies and tactics to outwit opponents in competitive situations. Pupils will take greater responsibility for their own learning by working both collaboratively and independently, developing their ability to lead, officiate and evaluate performance. In Football, pupils develop their understanding of the attacking and defending principles of invasion games. They will consider how to maintain possession and move the ball towards the goal to score. Through gameplay, pupils will demonstrate honesty, resilience and fair play whilst adhering to the rules. They will further develop their tactical awareness, decision-making and game understanding, enabling them to effectively exploit space, anticipate opponents' actions and respond strategically in a variety of match situations, as well as evaluating their own and others' performances.

RE

We follow the Birmingham SACRE scheme which covers a variety of religious faiths and non-religious worldviews including: Baha'I, Buddhism, Christianity, Islam, Hinduism, Sikhism, Jainism, Judaism and Rastafarianism. The syllabus also explores non-religious worldviews (e.g. Humanism). The approach is inclusive, ensuring that all children's beliefs are respected and valued. We aim for every child to gain an understanding of the major world faiths by the end of their primary school career. This half-term, we will explore how different religions and beliefs inspire people to care for others, build strong communities and serve those in need. Through these topics, children will develop an understanding of how religious teachings encourage compassion, generosity and service. They will also reflect on how they can contribute positively to their own communities by caring for and supporting others.

MfL – French

In this unit the children will explore features of towns in French. They will learn to share where they are going, ask for and provide directions using the four cardinal compass points.

Maths

As mathematicians, we will develop our understanding of place value by exploring Roman numerals and numbers up to 1,000,000. We will use number lines to locate and represent numbers, compare and order numbers to 100,000 and 1,000,000, and develop our rounding skills to the nearest 10, 100 and 1,000, as well as within 100,000 and 1,000,000. We will also strengthen our addition and subtraction skills and investigate multiples, factors, prime, square and cube numbers through reasoning and problem-solving activities.

- A factor is a number that when multiplied with another, produces a given number.
- A multiple is a number that may be divided by another, a certain number of times without a remainder.

Using two coloured pencils and a 100 square:

Player 1 - colour a number less than 50.

Player 2 - must then colour a number which is a factor or multiple of Player 1's number.

Player 1 - now must colour a number which is a factor or multiple Player 2's number.

Winner is the last player who can complete their go!

Use TTRS and develop your tables fluency of all tables up to 12x12 on Garage. It will progressively increase the sums you do based on your confidence.

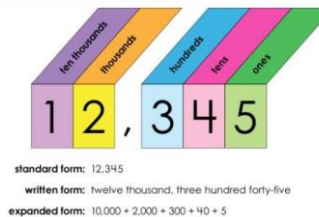


Apply knowledge of the number system to solve and explain problems

The difference between two 5-digit numbers is 5

When the numbers are rounded to the nearest 1,000, the difference is 1,000

What could the numbers be?



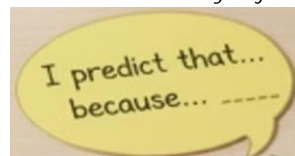
Science

As scientists, we will be exploring the properties of materials (e.g. their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets) and give reasons that they are suited to particular uses. We will demonstrate that dissolving, mixing and changes of state are reversible changes. We will explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

Test the properties of objects made from different materials. Create a table to record your findings (e.g. Hard or soft? Transparent or opaque? Magnetic or non-magnetic? Waterproof or absorbent?) Explain why each material was chosen for its purpose.



Predict which substances will dissolve in water (e.g. salt, flour, rice). Test and explain. Which substances formed a solution? Which substances remained visible? What evidence did you find?



Observe: ice, water and steam. Design a poster to show the changes of state.



PSHE

During Autumn 1, this unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively, as well as how to collaborate and compromise. This unit reflects on how we can manage and deal with bullying and unkind behaviour and the need to care for individuals within a team. We will grow the children's emotional awareness and support them to develop strategies to regulate emotions.

Computing Children will think critically about the differences between bullying online and in person, understand how teasing or 'banter' can be harmful and will have clear strategies to use if they are upset by something seen or shared online, report concerns and block abusive users. They will also learn about organisations that provide help for children experiencing online bullying. Children will practise creating strong passwords, understand how apps and online services can collect and share personal information, and explore how app permissions work to help them make safer choices online.

Spelling

In KS2 Spelling lessons, children will continue to build on the firm foundations of their phonics knowledge. They will break spellings into the smallest units of sound and cluster them into syllables to read and write words efficiently. Children will study words, word parts, their meanings and how this affects spelling.

Common Exception Words (CEW) - Common Exception Words are high-frequency words that children cannot reliably decode using standard phonics because part of their spelling is irregular (for example, said, one, the). Schools teach them by highlighting the “tricky” letters, practising little and often, and applying them in reading and writing so children build fluent recognition and accurate spelling. At home, keep practice short and regular, point out the unusual parts, and use quick games and real-book spotting to reinforce learning. Children need to be able to read these fluently and write these words automatically.

according	achieve	available	community	communicate
definite	develop	environment	especially	

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Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on 'Books for Topics' (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let's read for pleasure!

Writing

Our ambitious and challenging Writing curriculum is built upon carefully selected, accessible text types, to reduce cognitive load and enable children to develop high-level writing skills with confidence and success. We will be exploring the stories *The Hare and the Tortoise*, *Too Much Stuff!*, *The Great Kapok Tree* and *The Three Little Pigs* to create retells, that describe settings, characters and atmosphere. We will experiment with building suspense and tension. Next, the animation *Catch It!* will inspire our diary entries when we make specific language choices to reflect the theme. We will extend our use of coordinating and subordinating conjunctions, use interesting mixtures of sentence types and use modal verbs to suggest degrees of possibility.

Oracy

Great writing grows with great oracy. The more children practise expressing and justifying their thoughts, listening to others and using ambitious vocabulary, the more effectively they can communicate in their writing. Model discussion and debate by inviting your child to agree, disagree, challenge an idea respectfully, or build on someone else's point. Encourage phrases such as: "I agree with you because...", "I understand your point, however..." and "Another perspective might be...". Encourage exploratory talk by discussing current events, books, films or family decisions. Ask your child to compare viewpoints, predict outcomes and evaluate different ideas. Build ambitious vocabulary by introducing subject-specific and academic words such as: significant, consequence, impact, justify, evaluate, perspective and encouraging your child to use them in conversation.

Music –

Children will study the classic rock song *Livin' on a Prayer*. They will develop skills in pulse, rhythm, pitch and notation. Pupils will sing, play, improvise and compose music. They will perform confidently as individuals and as part of an ensemble

Our Expectations

At Harborne Primary School, our motto is **“Happy Pupils Succeed”**, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone’s experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.

Learning Together Workshop - Please join the workshop at the site that your child attends.

You are warmly invited to our first ‘Learning Together’ Workshop when we will explore how we teach Reading: Wednesday 16th September, 9:10-9:50am.

Homework

Within this booklet, you will find a range of activities to support your child’s learning beyond the school day and enrich their learning experiences. The suggested tasks have been carefully designed to reinforce and strengthen learning that takes place in school, using minimal equipment. Please do not hesitate to ask, if you need to borrow any resources, to complete any of the activities at home.

Learning is most effective when it happens little and often. We therefore encourage regular engagement with the activities throughout the half-term rather than completing them all at once. We expect every child to complete the homework activities included in this booklet during the Autumn 1 half-term. Please support your child to read every day and complete one or two of the English, Maths and Science activities each week. Your child can tick off each activity as it is completed and bring evidence of their work into school every Friday, to share and celebrate. Thank you for your continued support in helping your child to develop confidence, independence and a love of learning.

- Daily reading practice
- Weekly Oxford Reading Buddy Quiz
- Bronze Reading Challenge: Read 5 additional books in Autumn 1
- 3/4 times weekly spelling practice
- 3/4 times weekly Maths skills practice
- 3/4 times weekly TTRS Garage Game
- Fortnightly Science activity



Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child’s development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

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**Your child’s learning in Year 5, Autumn 1
and how you can support their progress**