

# **Welcome to Team Morpurgo**

**Years 5 & 6  
(Upper Key Stage 2)**



# Team Morpurgo Staff



**Mrs Corrigan**  
**T A Support**  
**– English**



**Miss Williams**  
**Teacher**



**Miss Rowcroft**  
**T A Support –**  
**Maths**



**Mrs Ross-Hawkins**  
**T A Support**



**Mrs Barnett**  
**1:1 SEND Support**

# **Our Curriculum Offer**

## **The Core Subjects:**

**Mathematics**

**English (Reading/ Writing/ English**

**Grammar Punctuation Spelling/  
Speaking & Listening)**

**Science**



# **Our Curriculum Offer**

## **The Foundation Subjects:**

**History**

**Music**

**Computing**

**Art & Design**

**Physical Education**

**Design & Technology**

**Religious Education**

**Geography**

**PSHE**

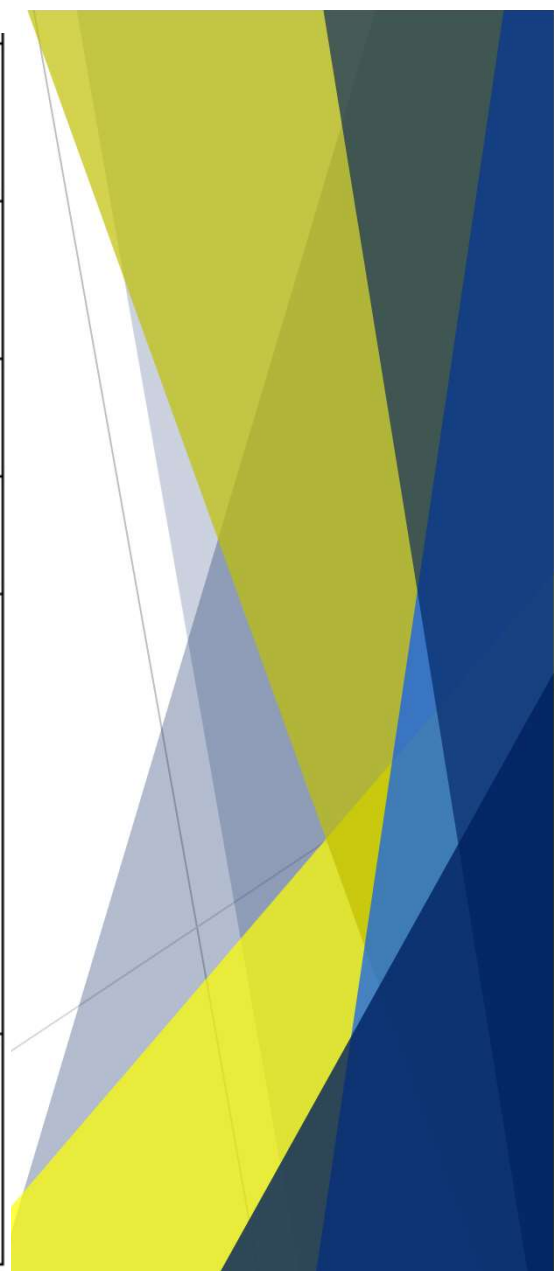
**MFL (French)**



		Autumn	Spring	Summer
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Teaching of Word List (Year 5 and Year 6) - p.61, NC English BGS		
	Language Comprehension	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from understand our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.		
	Text	Texts include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.		



	<b>Types</b>	<b>Non-Fiction (Y5/6)</b>	<b>Building Stamina (Y5/6)</b>	<b>Picture Books (Y5/6)</b>	<b>Non-Fiction (Y5/6)</b>	<b>Contemporary Fiction (Y5/6)</b>
	<b>CLPE</b>	<b>Suffragette: The Battle for Equality by David Roberts</b>	<b>Skellig by David Almond</b>	<b>The Journey by Francesca Sanna</b>	<b>ICE TRAP! by Meredith Hooper</b>	<b>Running on Empty by S.E. Durrant</b>
<b>Maths</b>	Adapted from White Rose Maths: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion					
<b>Science</b>	<b>Living Things and their Habitats</b>	<b>Earth and Space</b>	<b>Evolution and Inheritance</b>	<b>Animals including Humans</b>	<b>Electricity</b>	<b>Light</b>
	<p>Working Scientifically taught throughout the year: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>Computing</b>	<b>Computing systems and networks - Communication and collaboration</b>	<b>Creating media – Web page creation</b>	<b>Programming A Variables in games</b>	<b>Data and information - Introduction to Spreadsheets</b>	<b>Creating media 3D Modelling</b>	<b>Programming B Sensing movement</b>



Online Safety	False Photography <a href="#">Computing: Online Safety: False Photography: Year 5 Lesson 4 (twinkl.co.uk)</a>	Cyberbullying <a href="#">Computing: Online Safety: Cyberbullying Lesson Pack 1 (twinkl.co.uk)</a>	Online Safety Comics <a href="#">Online Safety Lesson 6 For Year 5 Pack - Digital Literacy (twinkl.co.uk)</a>	Secure Websites <a href="#">Computing: Online Safety: Secure Websites Y6 Lesson Pack 2 (twinkl.co.uk)</a>	People Online <a href="#">Computing: Online Safety: People Online Y6 Lesson Pack 3 (twinkl.co.uk)</a>	Girls and Boys Online <a href="#">Computing: Online Safety: Girls and Boys Online Y6 Lesson Pack 4 (twinkl.co.uk)</a>
Geography		Volcanoes and Earthquakes		Volcanoes and Earthquakes		Mountains (fieldwork opportunity)
History	British history 4: Were the Vikings raiders, traders or settlers?  What does the Census tell us about our local area? <a href="#">2 week unit</a>		What did the Greeks ever do for us?		British history 6: What was the impact of World War II on the people of Britain?	
Art		2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome		Making Monotypes Combine the monotype process with painting and collage to make visual poetry zones		Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music

<b>Design Technology</b>	<b>Electrical Systems</b> More complex monitoring and Control		<b>Mechanical Systems</b> Pulleys or gears		<b>Food Celebrating culture and seasonality</b> (including cooking and nutrition requirements KS2)	
<b>Music</b>	<b>The Fresh Prince of Bel-Air</b>	<b>Dancing in the Street</b>	<b>New Year Carol</b>	<b>Music and Me</b>	<b>Classroom Jazz</b>	<b>Reflect, Rewind and Replay</b>
<b>P.E.</b>	<b>Invasion Games</b> <b>Netball</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games Cricket</b>	<b>Games Rounders</b>	<b>Athletics</b>
<b>R.E.</b>	<b>Why should people with a religious faith care about the environment? (Muslim views)</b>		<b>Why do people use rituals today? (Islam)</b>		<b>So, what do we now know about Christianity? (Y6 bridging unit)</b>	
<b>RSE/ PSHE</b>	<b>Families &amp; Relationships</b>	<b>Health &amp; Wellbeing</b>	<b>Economic Wellbeing</b>	<b>Citizenship</b>	<b>Safety &amp; the changing body</b>	<b>Transition</b>
<b>MFL</b>	<b>Let's Visit a French Town</b>	<b>That's Tasty</b>	<b>This is France</b>		<b>All in A Day</b>	
<b>British Values</b>	<div>We treat everybody equally. We try to help other people. We understand right from wrong. We know that we are all special. We understand the consequences of our actions. We understand and respect the roles of people who many help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.</div>					



# Our School Day

As you have seen, our daily timetable is packed and it is therefore important that children arrive on time and that attendance is good



**Breakfast club 8am**



**School starts 8:45am**



**Home time/ Wraparound  
3:15pm**

# Our Timetable

Autumn 1 2023/24 TEAM MORPURGO Miss Williams

Day	Time	8:45-9:00am	9:00 – 10:00am			10:15 - 11:15am	11:15am – 12:10pm		1:00 – 2:00pm	2:00 – 3:00pm		3:00pm 3:15pm
Monday		Fluency	Whole Class Reading Comprehension	Assembly PSHE/ British Values	BREAK 10:00 – 10:15am	ENGLISH CLPE (incl. SRSD)	MATHEMATICS	LUNCH 12:10 – 1:00pm	History	DT		Story time
Tuesday		Fluency	Whole Class Reading Comprehension			ENGLISH CLPE (incl. SRSD)	MATHEMATICS		RE	Handwriting	1:1 Reading	Story time
Wednesday		Fluency	English EGPS (grammar focus)			ENGLISH CLPE (incl. SRSD)	MATHEMATICS		MFL	Music	1:1 Reading	Story time
Thursday		Fluency	PSHE	Guided Reading		ENGLISH CLPE (incl. SRSD)	MATHEMATICS		Computing	PE		Story time
Friday		Fluency	EGPS (spelling focus)	SCIENCE		SCIENCE	English EGPS (grammar focus)		PE	Pupil Voice	Celebration Assembly 'Value Awards'	

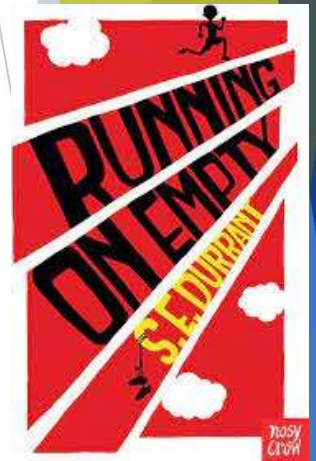
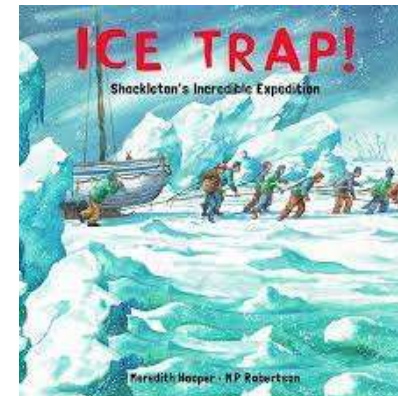
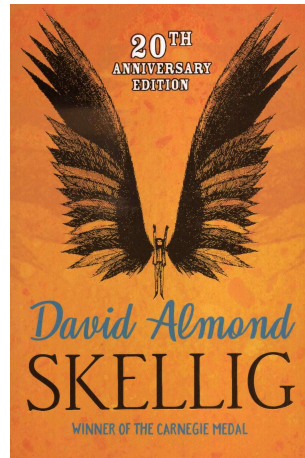
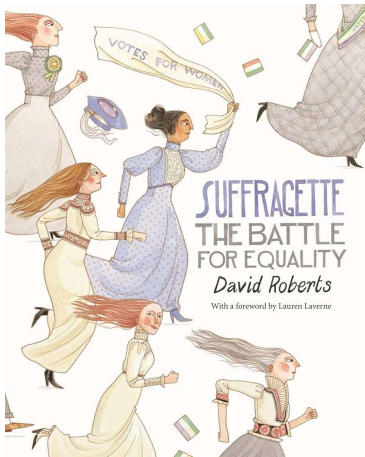
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**VW[CPS1** Vicki Williams [Stanley Crook Primary School], 02/10/2021

# What we will be studying this year

CLPE	Suffragette: The Battle for Equality by David Roberts	Skellig by David Almond	The Journey by Francesca Sanna	ICE TRAP! by Meredith Hooper	Running on Empty by S.E. Durrant
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Our CLPE scheme uses quality children's literature and creative teaching approaches to develop a high quality English curriculum and foster a whole school love of reading and writing. The children explore a different text each half term/ term in depth, enhancing comprehension skills and providing meaningful contexts and purposes for writing. Each book follows a teaching sequence that provides endless learning and a real love of books and reading. There are many cross curricular learning opportunities for the whole of the curriculum.



# Our Reading Provision

## Whole class reading comprehension



## Reading for pleasure



## 1:1 reading



## Guided reading



## Story time



## Accelerated Reader



# Reading at Home

“  
READING IS THE  
GATEWAY FOR  
CHILDREN THAT  
MAKES ALL OTHER  
LEARNING POSSIBLE.”

Barack Obama

”

SKILLSCOUTER.COM

THERE IS NO SUCH THING AS A CHILD  
WHO HATES TO READ,  
THERE ARE ONLY CHILDREN WHO HAVE  
NOT FOUND THE RIGHT BOOK.

— FRANK SERAFINI

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The more  
that you read,  
the more things  
you will know.  
The more that you  
learn,  
the more places you'll go.



Children should be aiming to read at home for at least 10 -15 minutes each day. Your child will bring reading material home (Accelerated Reader book) but should be reading for pleasure too! Read ANYTHING that generates interest and discussion.

# English Medium Term Plan



English/CLPE Medium Term Plan

Autumn 1 Team Morpurgo

Text: Suffragette The Battle for Equality



Week 1 11/09/23	CLPE	Reading Comprehension	EGPS
Monday	<b>Introducing and Navigating the Book – Responding to Illustration, Reading Aloud and Looking at Language</b> Explore the front cover illustration of the book. Read the title cover of the book and its title Suffragette: The Battle for Equality. Read aloud the blurb. Continue to share each spread including the title page until you reach the 'Contents' spread.	<b>Non - Fiction:</b> A Man's World (From CLPE text) <b>Skills:</b> Reading aloud/ fluency and expression/ give/explain the meaning of words in context.	
Tuesday	<b>Discussion and Debate</b> Explain to the <u>chh</u> that Mr C is introducing some new school rules this year and would like to get some ideas from our Team. Split <u>chh</u> into groups of boys and girls to come up with 5 new rules. Write their ideas on the board under girls/ boys. Explain that we have received an email from Mr C saying that he won't be <u>taking into account</u> the girls' ideas. Their ideas are irrelevant! Discuss why Mr C should <u>take into account</u> the girls' rules and why it is important.	<b>Non - Fiction:</b> A Man's World (From CLPE text) <b>Skills:</b> Retrieve and record information/identify key details from non-fiction/ make inferences from the text/explain and justify inferences with evidence from the text.	

# English Medium Term Plan

<b>Wednesday</b>	<b>Class Debate</b> Why should the boys' and girls' ideas be taken into consideration? Persuade Mr C by planning a couple of paragraphs expressing points of view. Read 'The Vote Lost'	<b>1:1 reading and questioning</b> <b>Key questioning during whole class story time</b>	<b>Apostrophes for possession and omission</b>
<b>Thursday</b>	<b>Persuasive Writing</b> Following on from yesterday's lesson, children check and edit their draft paragraphs and copy into English books. Read 'The Acorn Becomes a Mighty Oak'	<b>1:1 reading and questioning</b> <b>Key questioning during whole class story time</b>	
<b>Friday</b>		<b>1:1 reading and questioning</b> <b>Key questioning during whole class story time</b>	<b>Apostrophes for possession and omission</b>  <b>Spelling</b> Y5 focus: -cious endings Y6 focus: ambitious synonyms for adjectives



# Maths Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>			Number <b>Addition and subtraction</b>		Number <b>Multiplication and division A</b>			Number <b>Fractions A</b>			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>	Number <b>Addition, subtraction, multiplication and division</b>						Number <b>Fractions A</b>	Number <b>Fractions B</b>		Measurement <b>Converting units</b>	

# Science Medium Term Plan

## AUTUMN 1 LIVING THINGS AND THEIR HABITATS YEAR 5 & 6 UNITS

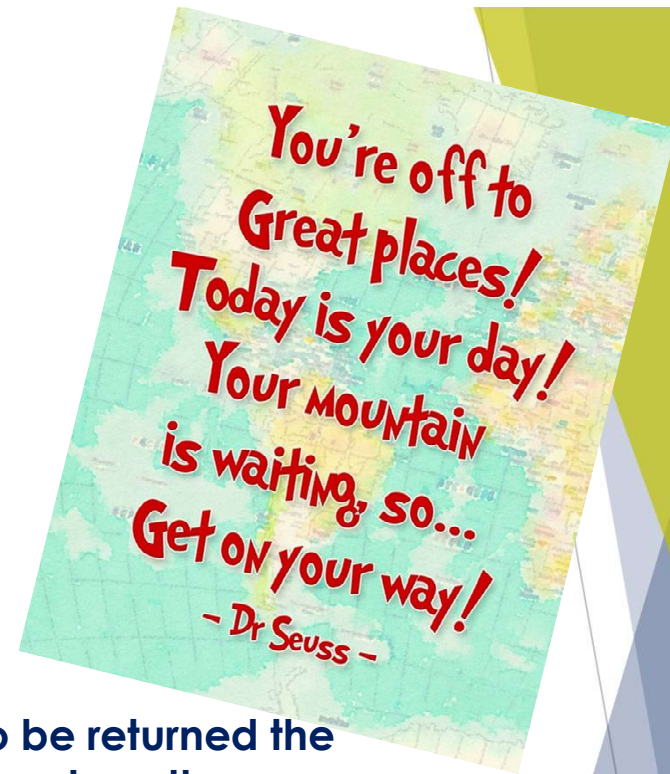
	OBJECTIVE	LESSON (UNIT NUMBER)	VOCABULARY	INFLUENTIAL SCIENTISTS
WEEK 1	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5)	Lesson 5.16 Introductory text Activity: Making Human Life Stage Cards Equipment: Blank Cards, Learning Pads, Human Life Stages cards	Aging, puberty, elderly, osteoporosis, bone density.	Mark Birch-Makin, Paul Gerson Unna, Franz Greiter,
WEEK 2	Describe the changes as humans develop to old age. (Y5)	Lesson 5.16 Activity: How Eyesight Changes Equipment: Eye Tests, Metre Ruler. Eye Test Results Sheet		
WEEK 3	Describe the changes as humans develop to old age. (Y5)	Lesson 5.16 Activity: How Bones Change with Age (WS) Equipment: Plastic bottle, measuring cylinder, card, 2 thick books, sharp pencil, plasticine.		
WEEK 4	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6)	Lesson 6.8 Introductory Text Activity: Classification of Living Things Equipment: Organisms Information Cards.	Classification, Kingdom, Species, Taxonomy, Animal, Plant, Mammal.	Francis Crick, James Watson, Rosalind Franklin, Stanley Miller, Harold Urey, Jane Goodall, Carl Linnaeus,

# Keeping Children Safe Online



There are lots of really informative and up to date websites to help keep your children safe online. There is also useful information included in our newsletter each week! Please don't ever hesitate to get in touch if you have any concerns or require any further information or guidance.

# Homework

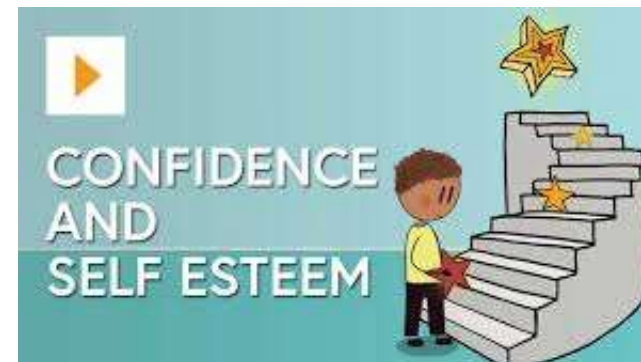
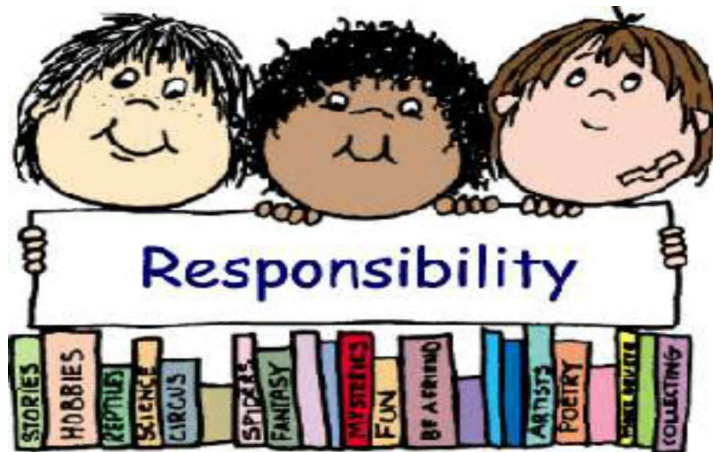
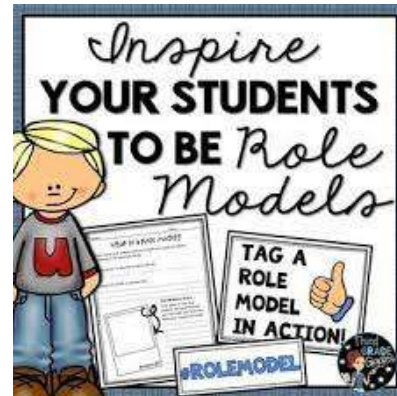


Homework will be issued each Friday and is to be returned the following Friday. Homework will be follow up work on the learning that has taken place in class that week and will consist of Maths, SPAG, Spellings and some handwriting practice. Occasionally, we may give children a topic related project too.

Spellings are taught on a Friday, focussing on spelling rules and patterns, then the children learn the spellings for that week and are tested on these the following Friday.



# Expectations in Team Mopurgo



# Teacher/ Parent Communication

The relationship between staff and parents is key in providing the best outcomes for our children. If you have any questions or concerns, please contact us via Class Dojo, through your child's Homework Diary or telephone the office to arrange a telephone conversation before or after school.

**We are here to help!**

