



# Romanby Primary School

## Y5/6 (2025/2026)

**Welcome back to another school year!**

### Our Year 5&6 classes this year are:

Y5/6LHFM: Mrs Howe (Monday, Tuesday and Wednesday) with Mrs Mayhew (Thursday and Friday)

Y5/6ACPH: Mrs Clarke (Monday, Tuesday and Wednesday) and Mrs Holme (Thursday and Friday)

Y5/6BS: Mrs Slaney

In addition, the children will enjoy a weekly music/DT lesson with Mr Form and a PE lesson with Mr Bullock. Mrs Etherington will work Monday, Tuesday and Wednesdays and will be assisting the children in all classes in the mornings then working with individuals and small groups in the afternoons.

### Timings

Children will be collected from the playground at 8:50am ready to begin learning at 9:00am. The school day ends at 3:25pm. Please note there will be no supervision on the playground until 8:50am.

### Key Dates

Eden Camp trip- Wednesday 15<sup>th</sup> October

Year 5&6 Christmas party- Wednesday 17<sup>th</sup> December

Parent theme open afternoon Wednesday 10<sup>th</sup> December, 2:45pm

### Reminders

- All clothing and footwear should be clearly labelled with your child's name.
- Children should come into school wearing their PE kits on their PE days. These are:

Y5/6LHFM: Mondays (indoor) and Tuesdays (outdoor) however the first half term will be swimming on Fridays which will replace the outdoor PE slot. Swimming starts Friday 12<sup>th</sup> September

Y5/6ACPH: Wednesday (indoor) and Thursdays (outdoor)

Y5/6BS: Fridays (indoor) and Tuesdays (outdoor)

- Our school P.E. kit consists of a plain white t-shirt, dark shorts/ leggings/ joggers and trainers. Please note that trainers should not double up as school shoes and should be sturdy enough for muddy days outdoors. You may also want to include spare socks for your child.
- Any child whose hair is long enough to be tied back must have it tied back for P.E. and they should bring in a bobble for this purpose. Earrings must be removed (by the child).
- The only jewellery allowed to be worn in school are watches and *discrete* stud earrings.
- Nail varnish should not be worn to school.
- We encourage children to bring a water bottle in to the classroom to keep them hydrated.
- We will visit the school library each week and children will be encouraged to choose up to 3 books. The library visit days are:

Y5/6LHFM: Wednesdays

Y5/6ACPH: Mondays

Y5/6BS: Fridays

### Homework Expectations

- 15 minutes of reading (*at least 5x per week*). Reading records to be signed by parents/carers for teachers to check.
- Spelling Shed/ weekly spellings from the spelling list (*10-15 mins a week*)
- CGP Reading comprehension, punctuation and grammar booklets as well as White Rose maths booklets. These books will be due on Mondays. You are encouraged to mark these at home with your child using the answers in the back but they will be looked at as a class on Monday mornings.
- Times Table Rock Stars (optional)
- Creative homework linked to learning project (optional)

**Knowledge organisers** for the projects are available to download from our school website under Year 5/6 or you can follow this link: <http://romanby.n-yorks.sch.uk/children/y5-6/>

**Recommended reading lists** for each year group can be found by following this link: <http://romanby.n-yorks.sch.uk/children/y5-6/supporting-your-child-y5-6/>

### **Spelling overview for Autumn term:**

#### Year 5/6 Spelling Overview –Autumn Term 1

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
To spell words ending in '-tious' and '-ious'	To spell words ending in '-cious'	To spell words ending in '-cial'	To spell words ending in '-tial'	To spell words ending in '-cial' and '-tial'	To spell words with irregular spelling patterns	To spell words ending in '-ant'
infectious notorious devious ambitious repetitious curious nutritious amphibious fictitious obvious	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	special artificial crucial judicial beneficial glacial facial especially multiracial official	circumstantial torrential potential confidential essential impartial substantial preferential influential residential	controversial controversially initial financial initially financially commercial provincial palatial spatial	environment immediately sufficient language vegetable thorough cemetery appreciate convenience conscious	dominant abundant elegant fragrant distant ignorant tolerant vacant brilliant constant

We have provided an outline of the spelling focus for each week this half term. Please make sure that your child practises their spelling patterns for the appropriate school week. Children can use the Spelling Shed platform to do this (an assignment is set each week for the focus list) or write them down on paper. This will help your child's understanding of vocabulary and spelling development. If you have any questions, please contact your child's teacher.

Thank you, the Year 5/6 team.

#### Year 5/6 Spelling Overview –Autumn Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words ending in '-ance' and '-ancy'	Words ending in '-ent' and '-ence'	Words ending in '-able' and '-ible'	Words ending in '-ably' and '-ibly'	Words with irregular spelling patterns	Words ending in '-able' where the e from the root word remains	Words that are adverbs of time
hesitancy extravagance abundance abundancy elegance dominancy brilliance vacancy tolerance relevancy	emergent violent confidence decent eloquence innocence competence frequent intelligence transparent	comfortable reliable dependable possible understandable horrible reasonable terrible enjoyable incredible	comfortably horribly incredibly visibly terribly reliably dependably legibly sensibly possibly	available accommodate sincerely suggest twelfth opportunity controversy marvellous secretary dictionary	changeable noticeable manageable agreeable knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable	afterwards immediately earlier whilst yesterday recently previously finally eventually tomorrow

Our first Learning Project for this term is 'Britain at War' and is a History based theme encompassing the other National Curriculum subjects. Below is all curriculum information linked to this.



## Britain at War (History)

### Companions

- Distortion and Abstraction (Art and design)
- Light Theory (Science)
- Evolution and Inheritance (Science)
- Bees, Beetles and Butterflies (Art and design)
- Make Do and Mend (Design and Technology)

## Planned term - Autumn

### Suggested text

Goodnight Mister Tom – Michelle Magorian

### Memorable experience

War museum- Eden Camp. [Make Do and Mend] - Make Do and Mend campaign. [Distortion and Abstraction] - What is abstract art? [Bees, Beetles and Butterflies] - Collecting images

### Innovate challenge

Memorial books. [Make Do and Mend] - Mrs Sew and Sew's challenge. [Distortion and Abstraction] - Creating Orphism-style art. [Light Theory] - Let's investigate focus: Planning and carrying out. [Bees, Beetles and Butterflies] – Insect inspired artwork. [Evolution and Inheritance] - Let's investigate focus: Planning and carrying out

### English (Linked to T4W)

Fiction: Narrative: Tale of fear - Flashback (focus: suspense)

Non-fiction: Persuasive formal letter; Non-chronological reports; Diary entry recount based on narrative

Poetry: Free verse

### Mathematics

Y5 WRM – Autumn (v3.0)

Block 1: Number – Place value; Block 2: Number – Addition and subtraction; Block 3: Number Multiplication and Division; Block 4: Number – Fractions

Y6 WRM – Autumn (v3.0)

Block 1: Number – Place value; Block 2: Number – Addition, subtraction, multiplication, and division; Block 3 and 4: Number – Fractions; Block 5: Measurement – Converting units

### Science

[Light Theory] - Light facts; How light travels; Light, sight and the human eye; Visible light; Perceiving colour; Shadows; Reflections; Plane, concave and convex mirrors; Measuring light; Refraction; Working scientifically – Identifying and classifying, Comparative tests, Pattern seeking, Research.

[Evolution and Inheritance] - Five kingdoms, microorganisms and viruses; Classifying fossils; Theory of evolution and evolutionary tree diagrams; Inheritance and variation – continuous and discontinuous variation; Natural selection and survival of the fittest; Adaptations in birds' beaks; Adaptations in plants; Artificial selection; Testable hypothesis; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research

### Geography

Place and interconnections; Maps



**Art and design**

[Distortion and Abstraction] - Abstract art; Abstraction by line, colour and shape; Significant artists – Pablo Picasso, Robert Delaunay and Sonia Delaunay; Orphism. [Bees, Beetles and Butterflies] - Using sketchbooks; Observational drawing; Mixed media collage; Pop Art

**Computing (Kapow)**

Autumn 1 Computer Systems and Networks - Bletchley Park and the history of Computers + Online Safety

Autumn 2 Computer Systems and Networks - Exploring AI + Online Safety

**Design and technology**

[Make Do and Mend] - Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled material

**History**

First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain

**Music (Charanga)**

Autumn 1 Music and Technology

Autumn 2 Developing Ensemble Skills

**Personal, social and health education (Kapow)**

Autumn 1 Families and Relationships

Autumn 2 Health and Wellbeing

**Physical education (The PE Hub)**

Autumn 1 Dance (Unit 1) TAG Rugby

Autumn 2 Gymnastics (Unit 1) Hockey

**Religious education**

Autumn 1 U2.1 Why do some people think God exists?

Autumn 2 Walk through the Bible (OT) Christmas - Peace

**Languages (Kapow)**

Autumn 1 French Transport