



## Poplars Curriculum – Term 1 (2024-25)

### Topic – WW2 and the Blitz

Welcome Poplars! This term we will be studying the Second World War – but in particular the Blitz – how it came to be and how it affected larger cities like London, Swansea and Bristol amongst many. We will also look at how it affected smaller communities like Ogbourne St George when evacuation took hold. As part of this both our Termly reader books this term will be set during this period. We will be looking at Goodnight Mr Tom and The Silver Sword.



**Maths** – This term we will be looking at place and number values as we build on our understandings of value and use it to solve addition, subtraction, and multiplication problems. We will also look at nets and co-ordinates. An overview of the Term provided by CanDo maths can be found below.

**English** – We will be focusing on writing factually and recounting concerning the life and studies of Charles Darwin. Later in the term we will be looking at writing creatively and more descriptively when we look at Gorilla by Anthony Browne and try to use it to create our own imaginative narratives.

**Art** – Mrs Nicholson will be looking at mixed media art and applying to portraiture and approaches to recognise, plan and accomplish their own portraits.

**Science** – In English we are looking at the Origin of Species, so our scientific focus this term will be looking at the theory of evolution and how it was arrived at, how it was challenged, and we will be investigating how it works and how it came to be and asking whether it still applies to humans today.

**Computing** – This term we will be looking at how we communicate and how the internet works by understanding what a website is, an internet address and some of the more intricate behind the scenes elements we take for granted every day.

**Music** – We will be using Charanga and asking across Term 1- How does music bring us together?

**French** – Mrs Ramsden will be looking at interactions and birthdays in French. Fantastique!



**PE** - Our **PE** days are Monday and Wednesday. This term we will be looking at Dodgeball and Gymnastics!

**RE** - Poplars (utilising content from the Emmanuel Project) we will be asking 'How do Christians globally show their belief that Jesus is God incarnate?'

**PHSE** - In PHSE this term we will be looking at relationships - in particular friendships and even relationships with ourselves and how we convey ourselves to others.

#### Homework:

Children are required to read for 20 mins at least 4 times a week and engage in 'Rockstars TT' for 20 mins at least 4 times every week. This will be checked. Once a term, a larger piece of topic-based homework will also be issued.

Please remember, if you have any worries or concerns about your child, please contact the class teacher via the @letters email address.

**ALSO:** Reading records are regularly checked and signed throughout the week and children may have opportunities during the week when they will be reading their own book. Therefore, we will be asking all children to bring in their reading records and their books everyday - we want to encourage reading at home and at school much more and reward children accordingly.

Statutory word lists will be given at the start of year to practise throughout the year (reading and spelling).

As noted above, children will be given a term project midway through the term to enable additional learning in support of our history topic so that children can extend their learning at home.

Please remember, if you have any worries or concerns about your child, please do contact me via the @letters email address.

Many thanks

Mr Ashbee-Dobbins



### Year 5 Term 1

**3 steps forwards**  
from -2 to 1

negative ← 0 → positive

100,000s | 10,000s | 1,000s | 100s | 10s | 1s

65,727 → 70,000

643,278 → 600,000

653 → 650

663 → 660

**5 or more - round up**  
4 or less - round down

224,100 → 324,100

324,100 → 424,100

653 → 655

663 → 665

**5 or more - round up**  
4 or less - round down

2,345 > 2,343

2,455 > 2,343

2,3 > 2,299

**In order from smallest to largest**

543,241   564,406   570,540

Stop and look!  
What do you notice?

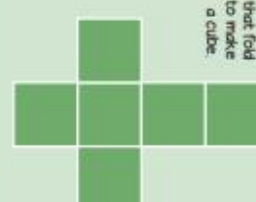
Round to the nearest ten thousand

Round to the nearest hundred thousand

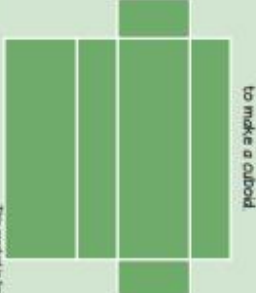
Round to the nearest tenth

Round to the nearest whole number


The net of a cube has 6 squares that fold to make a cube.



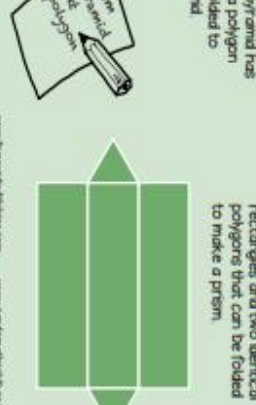
The net of a cuboid has 6 rectangles that fold to make a cuboid.



The net of a pyramid has triangles and a polygon that can be folded to make a pyramid.



The net of a prism has rectangles and two identical polygons that can be folded to make a prism.



**Multiplying and dividing by 10, 100 and 1000**

M	H	T	Th	1000s	100s	10s	1s
				1	3	6	

Each digit is ten times greater

136 × 10 = 1360

136 ÷ 10 = 13.6

136 × 100 = 13600

136 ÷ 100 = 1.36

**Prime numbers**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A prime number has exactly 2 factors: 2, 3, 5, 7, 11, 13, 17, 19.

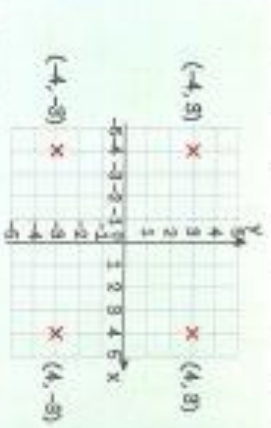
A composite number has more than 2 factors: 4, 6, 8, 9, 10, 12.

If I know 15 = (3 × 5), then I also know factors of 15 = (3, 5, 15) because.

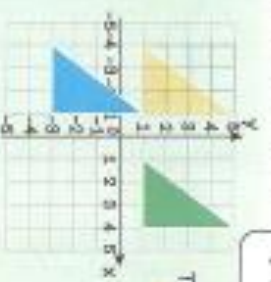


EXA

www.illustrativemathematics.org



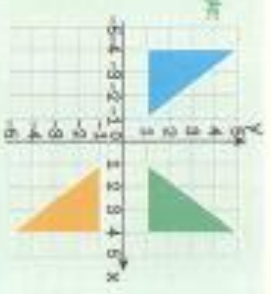
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Translate the triangle  
 3 squares left and  
 4 squares down.



Reflect the triangle  
 in the x axis  
 in the y axis



www.compendia.co.uk

M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
				1	3	6			
			1	3	6	0			
		1	3	6	0	0			

136 x 10  
 move digits one place left  
 136 x 1000  
 move digits 3 places left  
 136 ÷ 10  
 move digits one place right  
 136 ÷ 100  
 move digits 2 places right



### Year 6 Term 1

$$\begin{array}{r} 2427 \\ \times 38 \\ \hline 19416 \\ 72810 \\ \hline 92226 \end{array}$$

$$\begin{array}{r} 0.13913 \\ 24 \overline{) 3339} \\ \underline{24} \phantom{339} \\ 9 \phantom{39} \\ \underline{24} \phantom{39} \\ 125 \\ \underline{125} \\ 000 \end{array}$$

$$3391 + 24 = 1391 \overline{) 3391} = 1391 \frac{2}{3}$$

$$= 1391.33 \text{ (to 2dp)}$$

1	2	3	4	5
10	20	30	40	50

$$0.8 \times 7 = 8 \times 7 \div 10$$

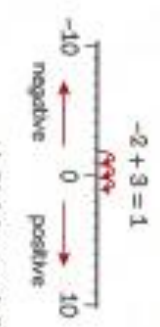
$$4.2 \times 5 = 42 \div 2$$

$$56,000 \div 80 = 700$$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A prime number has exactly 2 factors: 1 and itself.  
 2, 3, 5, 7, 11, 13, 17, 19  
 15 and 21 have the common factors 1 and 3  
 15 and 21 are common multiples of 3



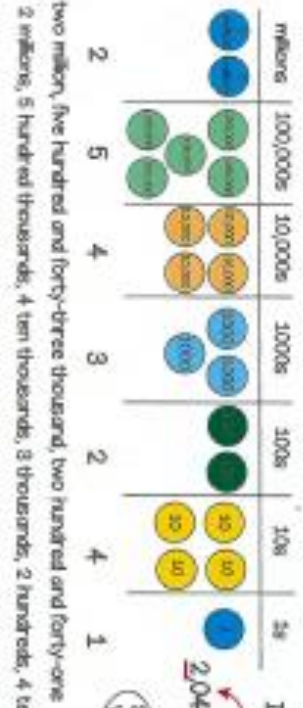
Multiplying and dividing by 10, 100 and 1000

$$2643,278 \rightarrow 3,000,000$$

$$2,000,000 \rightarrow 3,000,000$$

5 or more - round up  
 4 or less - round down

Round to the nearest million



In order from smallest to largest:  
 2,043,241    2,764,406    2,870,540

Stop and look. What do you notice?

two million, five hundred and forty-three thousand, two hundred and forty-one  
 2 million, 5 hundred thousand, 4 ten thousand, 3 thousand, 2 hundred, 4 tens and 1 one

