



## Rivers Class Curriculum Overview

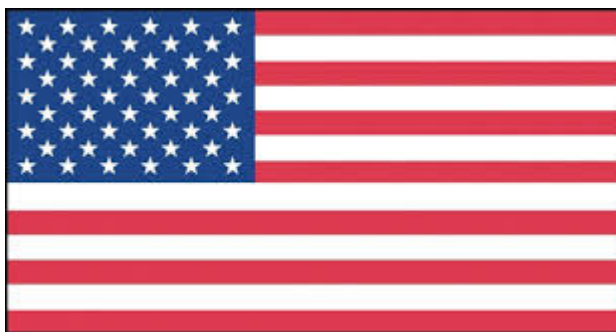
### Term 4 2025-26

Dear Parents,

Welcome to this crazily short term! We've dived straight in with mock SATS/Y5 exams this week. As per November, we are planning to send marked papers home in the next week or so. Please feel free to copy/photograph them but we do need them back in for our records. Parents Evening is coming up so we can discuss them then but do feel free to ask any more urgent questions via email or playground in the meantime.

**Maths** – This term, Y6 will be calculating percentages, scaling things up and down, converting between units of measure and bravely stepping into the glamorous world of algebra. The Y5 will be working on fractions, decimals and percentages as well as units of measure and how to convert them from one to the other.

**English** – This term, we are swapping out a few writing lessons to focus more of SPAG. The children do enormous amounts of writing so we feel this will be a wise use of time. However, we are of course writing, and we'll be working on one unit around the 'Highwayman' Poem.



**Geography** – In Geography this term, we are travelling to the USA, to look at how the physical landscape and human interaction with it have shaped population patterns. We'll be looking at wonders like the Grand Canyon and fabulous cities like New York City and how it's grown over time.

**Science** – This term sees 'British Science Week' and, as usual, we will be doing a number of investigations across the term. We've already done our first, seeing if dropped toast always lands butterside down. (We found that, more often than not, it did). We have some other lovely investigations planned.



In **DT**, Mrs Nicholson is working on making structures with the Rivers.

In **French**, we will be doing my favourite topic, looking at French towns and giving directions.

In **Music**, we'll be getting the ukuleles out again. Please feel free to send your child in with their uke (if they have one) on Tuesdays. We have plenty in school if they don't have one, thanks to the PSA.

In **RE**, we will be studying Judaism, focusing on the theme of holiness. Children will learn how Jewish people understand and express holiness in their homes, communities, and places of worship, and how this shapes their beliefs and traditions.

In **Computing**, we will be learning how to create vector drawings. The children will explore how to use shapes, lines, and colours to design detailed digital images, developing their creativity and precision using graphic design tools.

In **PSHE**, our unit is called 'Rights and Respect'. We will be looking at Understanding media bias, including social media. Also, caring for communities and the environment and the importance of earning and saving money.

In **PE**, Wednesday will be Tag Rugby and on Friday it's dance. Please ensure that children bring their PE kits on both days, as they will be getting changed at school. Pupils should arrive in their normal school uniform, with their kit packed and ready to change into.

#### Homework:

- To support learning at home, children are expected to read for at least 20 minutes, four times a week.
- Thank you for the lovely feedback and support for Mathletics. This is an invaluable tool to practise new maths learning and to remember things we covered in the past. Children are expected to do at least 20 minutes four times per week. It's great for car journeys! I'll be changing the work set on a Monday evening.
- For Y6 we are introducing a short set of arithmetic questions every Friday taken from real past SATs papers.
- Finally, as mentioned before, Times Tables still need practising a few times each week. Fluency in Times Tables is absolutely crucial for SATS success (and for maths success in Secondary) so please do keep going.

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



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Best Wishes,

Mrs Virgilio and Mrs Ramsden



**Year 6 Term 3**

**Adding mixed numbers.**  $2\frac{5}{8} + 1\frac{1}{4}$

Adding the whole numbers.

Add the fractions by finding a common denominator.

$\frac{1}{4} = \frac{2}{8}$

$= 3\frac{5}{8} + \frac{2}{8} = 3\frac{7}{8}$

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**Adding mixed numbers.**  $2\frac{5}{8} + 1\frac{1}{4}$

so  $\frac{4}{12} + \frac{3}{12} = \frac{7}{12}$   
 $\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$

I can add fractions with the same denominator.

Find a common denominator.

$\frac{1}{3} = \frac{4}{12}$     $\frac{1}{4} = \frac{3}{12}$

$\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$

I can't describe the sum!

$\frac{1}{3} + \frac{1}{4}$

**Subtracting mixed numbers.**  $2\frac{1}{8} - 1\frac{1}{4}$

Subtract the whole numbers.

Subtract the fraction by finding a common denominator.

$\frac{1}{4} = \frac{2}{8}$

$= 1\frac{1}{8} - \frac{2}{8} = \frac{7}{8}$

Or on a number line.

$\frac{7}{8}$     $1$     $1\frac{1}{8}$     $2\frac{1}{8}$

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**Subtracting mixed numbers.**  $2\frac{1}{8} - 1\frac{1}{4}$

Subtract the whole numbers.

Subtract the fraction by finding a common denominator.

$\frac{1}{4} = \frac{2}{8}$

$= 1\frac{1}{8} - \frac{2}{8} = \frac{7}{8}$

Or on a number line.

$\frac{7}{8}$     $1$     $1\frac{1}{8}$     $2\frac{1}{8}$

I can't describe the part that is left!

$\frac{3}{4} - \frac{2}{3}$

Find a common denominator.

$\frac{3}{4} = \frac{9}{12}$     $\frac{2}{3} = \frac{8}{12}$

$\frac{9}{12} - \frac{8}{12} = \frac{1}{12}$

I can subtract fractions with the same denominator.

**Year 6 Term 3**

$\frac{1}{2}$  or  $\frac{1}{4} = \frac{1}{8}$

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

$\frac{1}{4} \div 2 = \frac{1}{8}$

$\frac{1}{3}$  or  $\frac{2}{6} = \frac{2}{15}$

$\frac{1}{3} \times \frac{2}{5} = \frac{2}{15}$

$\frac{2}{5} \div 3 = \frac{2}{15}$

$\frac{2}{5} \div 3 = \frac{1}{5}$

$\frac{2}{9} \div 3 = \frac{2}{9}$

$\frac{2}{9} \div 4 = \frac{2}{9}$

$\frac{8}{9} \div 4 = \frac{2}{9}$

$\frac{3}{5} \div 3 = \frac{1}{5}$

$\frac{1}{5} \div 3 = \frac{1}{15}$

$\frac{1}{5} \div 3 = \frac{1}{15}$

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$\frac{1}{2}$  or  $\frac{1}{4} = \frac{1}{8}$

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

$\frac{1}{4} \div 2 = \frac{1}{8}$

$\frac{1}{3}$  or  $\frac{2}{6} = \frac{2}{15}$

$\frac{1}{3} \times \frac{2}{5} = \frac{2}{15}$

$\frac{2}{5} \div 3 = \frac{2}{15}$

$\frac{2}{5} \div 3 = \frac{1}{5}$

$\frac{2}{9} \div 3 = \frac{2}{9}$

$\frac{2}{9} \div 4 = \frac{2}{9}$

$\frac{8}{9} \div 4 = \frac{2}{9}$

$\frac{3}{5} \div 3 = \frac{1}{5}$

$\frac{1}{5} \div 3 = \frac{1}{15}$

$\frac{1}{5} \div 3 = \frac{1}{15}$

