



Our Learning in Year 5

Autumn Term

English

Our learning will include the following texts:

- Dr. Maggie's Grand Tour of the Solar System, a non-fiction book about Space;
- The Price, by Neil Gaiman;
- Horrible Histories: The Smashing Saxons, by Terry Dreary;
- Coming Home, by Michael Morpurgo.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

In Year 5, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system. Planned phonics sessions take place where required.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • uses full stops, question marks, exclamation marks, commas, apostrophes for contraction, apostrophes for singular possession and capital letters accurately; • identifies and uses <u>relative clauses</u> with/without a <u>relative pronoun</u>; • punctuates direct speech generally correctly, using commas after the reporting clause, and new speaker/new line. 	<ul style="list-style-type: none"> • begins to build paragraphs around a topic sentence; • demonstrates growing awareness of audience and purpose; • begins to develop characters and settings through selection of effective vocabulary; • summarises a paragraph; • considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing.

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 5 words too.

Autumn Term Year 5 Spelling Rules

1. Words ending in '-tious' and '-ious'
2. Words ending in '-cious'
3. Words ending in /shul' spelled '-cial'
4. Words ending in /shul/ spelled '-tial'
5. Words ending in /shul/ spelled '-cial' and '-tial'
6. Challenge words
7. Words ending in '-ant'
8. Words ending in '-ance' and '-ancy'
9. Words ending in '-ent' and '-ence'
10. Words ending in '-able' and '-ible'
11. Words ending in '-ably' and '-ibly'
12. Challenge Words
13. Words ending in '-able', where the 'e' from the root word remains

Activities associated with the words that children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 5, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Autumn Term Y5 Maths Objectives

Autumn 1 – ED1:
Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Interpret negative numbers in context, count forwards and backward, in steps, with positive and negative whole numbers through zero
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Solve number problems and practical problems that involve all of the above
Add and subtract numbers mentally with increasingly large numbers
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Autumn 2 – ED2:
identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
establish whether a number up to 100 is prime and recall prime numbers up to 19
multiply and divide numbers mentally, drawing upon known facts
multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:

- test a statement.
- make up an example to prove or disprove a statement.
- communicate results clearly and systematically.
- identify how calculations, facts and ideas are connected.
- find all possible answers.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on Earth and Space (Autumn 1): 'Planetary Science; Would you go out into the field?' In Autumn 2, the children will learn about Forces: 'How big is Physics in your life?'.

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will understand how and why identities can be copied, modified or altered (Autumn 1) and learning that they can make positive contributions and be part of online communities (Autumn 2).

Alongside this, we will be looking at using simple formulae to calculate in a spreadsheet (Autumn 1) and designing and writing algorithms to draw shapes physically using hardware (Autumn 2).

Geography

In Geography, the children will develop their understanding of world geography using the question: 'What shapes my world?'

They will focus on:

- the changing shape of the Earth and its features, the interaction between physical processes and the formation of landscapes and landforms and how these affect human experiences (weather, water, ice, tectonics, biomes and climate zones);
- the impact of human activity on the planet and changes over time. They will revise local, national, and continental scales, moving onto global perspectives (particularly in North America).

History

In History, the children will develop their understanding about what happened when the Romans left Britain. They will learn about why, when and how the Romans left, the changes and consequences of the Romans leaving Britain and the key features of Anglo-Saxon Britain.

Physical Education

There are two areas of priority this term: Games ('Calling the Shots') and Gymnastics ('Acrobatic Gymnastics').

We will also be looking at Physical Health and Mental Wellbeing.

Children will also develop their existing knowledge and skills, to include:

- knowing the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise;
- knowing the importance and benefits of sleep;
- knowing healthy sleep strategies and how to maintain them.

Religious Education

During R.E., we will be exploring Christianity using the key question: 'What can we learn about Christian faith through the lives of Northern Saints?' Later in the term, our key question will become: 'What are the themes of Christmas?'

Art and Design

Our main focus will be '**Objects and Meaning - Still Life Arrangements**'. This will be linked to Georgia O'Keeffe who was a prominent American artist in the 20th century. The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will aim to improve their mastery of art and design techniques, including drawing and painting, with a range of materials, for example, watercolour, oil pastels, pencil, charcoal and paint.

Music

Our main focus will be singing using melodic and rhythmic phrases, as well as recognising and using basic structural forms, such as rounds, variations and rondo form. We will be learning about Rock Anthems, e.g. 'Livin' on a Prayer', by Bon Jovi. The children will also be learning about Jazz music.

French

This term, the children will be describing themselves and others, and placing adjectives in the correct position.

Design and Technology

We will be focusing on textiles by asking the key question: 'How can we further reduce carrier bag use?' We will aim to design, make and evaluate a textile bag or pouch for shoppers to help keep bags-for-life visible and to hand to decrease the number of carrier bags being bought unnecessarily.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic **human rights** shared by all peoples and all societies;
- to extend children's knowledge of the Convention on the Rights of the Child;
- to be able to identify a wide variety of Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable, inherent and unconditional, and that their own rights and the rights of others should be respected;
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view;

- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves;
- to be able to articulate and use their Learning Powers and embed a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Families and Friendships: managing friendships and peer influence;
- Safe Relationship: physical contact and feeling safe;
- Respecting Ourselves and Others: responding respectfully to a wide range of people; recognising prejudice and discrimination.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.