

Autumn Term

English

Our learning will include the following texts:

- 'Earth and Space' an information text;
- 'Macavity: The Mystery Cat' by T.S Elliot which is a poem;
- 'The Price' by Neil Gaiman which is a dark and scary short story;
- 'Varjak Paw' by S.F. Said which is a fantasy story;
- 'Coming Home' a festive narrative poem by Michael Morpurgo.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, children will also complete reading comprehension questions associated with each text.

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.

English – Grammar, Punctuation and Spelling (GPS)

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.

GPS Overview for Year 5 – Autumn Term	
Sentence	<ul style="list-style-type: none"> • I can check for subject-verb agreement (for example, we were, not we was). • I can use descriptive language to create a setting/character. • I can use relative clauses beginning with who, which, where, when, whose, that. • I can make sure that my work is of an appropriate tense.
Text	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example: then, after that, this, firstly]. • I can use words or phrases that I have heard or read to make my writing better. • I can build cohesion across a paragraph including use of pronouns and time connectives.
Punctuation	<ul style="list-style-type: none"> • I can use capital letters, full stops, question and exclamation marks accurately. • I can use a comma to create a subordinate clause. • I can use commas mostly accurately throughout my writing. • I can use inverted commas mostly accurately in my writing.
Terminology for Children	<ul style="list-style-type: none"> • relative pronouns • relative clauses

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 Words

Shakespeare and More Spelling Wordlist 25		
Regular Spellings		
ought, bought, thought, <u>nought</u> , brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough	advice, advise device, devise <u>licence</u> , license practice, <u>practise</u> prophecy, prophesy	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Common Exception Words		
accommodate, accompany, according, achieve, aggressive, amateur, ancient		

Shakespeare and More Spelling Wordlist 26		
Regular Spellings		
ought, bought, thought, <u>nought</u> , brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough official, special, artificial, partial, confidential, essential	advice, advise device, devise <u>licence</u> , license practice, <u>practise</u> prophecy, prophesy farther, further, father guessed, guest heard, herd	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious led, lead morning, mourning past, passed
Common Exception Words		
accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy , convenience , correspond , criticise , curiosity , definite , desperate , determined , develop , dictionary , disastrous , embarrass , environment ,		

Activities associated with the words that they 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
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
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
Multiply and divide numbers mentally drawing upon known facts
Multiply and divide whole numbers by 10, 100 and 1000
Multiply numbers up to 4 digits by a 1 or 2 -digit 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.
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
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 of equals
Solve comparison, sum and difference problems using information presented in a line graph
Complete, read and interpret information in tables, including timetables
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none">• 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.

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) and Forces (Autumn 2).

In addition, children will be expected to develop their investigation skills by planning and carrying out their own experiments based upon questions that they have raised.

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

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. 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).

Following on from 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 what shape our world is.**

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. Revising local, national, and continental scales and 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 and 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 a 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

Our main focus will be ‘**Objects and Meaning - Still life arrangements**’. This will be linked to Georgia O’Keefe 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. Children will also be learning about Jazz music.

French

This term, 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 relationships - 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 Growth Mindset Tree.

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