



## Year 5 Curriculum Newsletter - Autumn

<u>English</u>		<u>Maths</u>	
<p style="text-align: center;"><u>Writing</u></p> <p>Roman Influence Beowulf Versus Grendel Savoury Recipes Invitation to a sleepover</p>	<p style="text-align: center;"><u>Reading</u></p> <p>Room 13 Micro vipers</p>	<p style="text-align: center;"><u>Units</u></p> <p>Place Value Addition and Subtraction Multiplication and Division Fractions</p>	<p style="text-align: center;"><u>Fluency</u></p> <p>Column addition and subtraction Multiplication Division Reading and writing numbers to 1,000,000</p>

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 5	<u>Science</u>	<p>Properties and changes of materials Big Q - How strong is an egg? Big Q - Have you ever burnt your toast? What happened?</p>	<p>Living things and their habitats Big Q - Which pollinators visit our school grounds? Animals including humans Big Q - What if the average lifespan of a human was 200?</p>	<p>Forces Big Q - Have you ever tried to keep a balloon in the air? Earth and Space Big Q - What is there were 2 suns?</p>
	<u>DT</u>	TBC - New curriculum plans to follow	TBC - New curriculum plans to follow	TBC - New curriculum plans to follow
	<u>Geography</u>	<p style="text-align: center;"><b>Where can we speak Spanish?</b></p> <p>SK: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p style="text-align: center;"><b>What are the Andes?</b></p> <p>SK: locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p style="text-align: center;"><b>What is the Amazon?</b></p> <p>SK: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
	<u>History</u>	<p style="text-align: center;"><b>Who ruled Anglo-Saxon Britain?</b></p> <p>SK: Britain's settlement by Anglo-Saxons and Scots</p>	<p style="text-align: center;"><b>What was life like for Ancient Mayans?</b></p> <p>SK: a non-European society that provides contrasts with British history.</p>	<p style="text-align: center;"><b>What was Iron Age life like?</b></p>

<u>Art</u>	Yayoi Kusama	Banksy	Tie Dye
<u>Computing</u>	Sharing information Video production	Selection in physical computing Flat-file databases	Vector drawings Selection in quizzes
<u>Music</u>	Melody and harmony Sing and play in different styles	Composing and chords Enjoying musical styles	Freedom to improvise Battle of the bands
<u>PSHE</u>	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
<u>Spanish</u>	All about me The way we look	Eating out My world	In the Classroom Our Past
<u>RE</u>	Sacred writings Hindu Dharma Peace	Religious diversity happiness Easter suffering and hardship	Wise words Values and beliefs
<u>PE</u>	Netball Dance Dodgeball	Gymnastics Fitness Yoga Handball	Athletics Tennis Orienteering

<u>Subject</u>	<u>What I need to know/do...</u>	<u>Homework Links</u>
<u>English</u>	<ul style="list-style-type: none"> <li>- Read regularly at home to or with an adult.</li> <li>- Practise my Year 5 Common exception word spellings.</li> <li>- Practise my weekly spelling using that week's spelling rule.</li> </ul>	<a href="#">Spelling Shed - Spelling Shed - The Science of Spelling</a> <a href="#">MC Grammar   Home   Music &amp; Lessons   England</a> <a href="#">(mrmcgrammar.com)</a>
<u>Maths</u>	<ul style="list-style-type: none"> <li>- Practise for my weekly times tables test using times table rock stars and other games.</li> </ul>	<a href="#">Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</a> <a href="#">Times tables games - Learn them all here!</a> <a href="#">KS2 Maths - BBC Bitesize</a>
<u>Science</u>	<ul style="list-style-type: none"> <li>- Children will learn how to: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; know that some materials will dissolve in liquid to form a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; and finally, they learn how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>	
<u>DT</u>	<ul style="list-style-type: none"> <li>- TBC - new overview currently in planning stage.</li> </ul>	
<u>Geography</u>	<p>We will:</p> <ul style="list-style-type: none"> <li>- Learn about longitude and latitude and how these lines help us organise our world.</li> <li>- Introduce the Tropics of Cancer and Capricorn (Longitude) along with the arctic and Antarctic circle and find them on a map</li> <li>- Look at the Prime Meridian and Greenwich Mean Time (GMT). Why do we have different time zones?</li> <li>- Look at Spain on a map comparatively to where we are. Are we in the same time zone as Spain?</li> <li>- Compare our school day with a Spanish school day? What is the same and what is different? Why are there differences?</li> <li>- Look into the produce we export from Spain</li> </ul>	

	<ul style="list-style-type: none"> <li>- Explore what other countries in the world are Spanish speaking and where they are in comparison to us.</li> </ul>
<b><u>History</u></b>	<p>We will:</p> <ul style="list-style-type: none"> <li>- Introduce the Anglo-Saxon age and place on a timeline</li> <li>- Know who the Anglo-Saxons were and where they travelled from and why they came to Britain</li> <li>- Understand Anglo-Saxon daily life: jobs roles, homes, clothing links to religion.</li> <li>- To know how Anglo-Saxon Britain was ruled during this time</li> <li>- Study King Alfred the Great</li> </ul>
<b><u>Art</u></b>	<p>We will:</p> <ul style="list-style-type: none"> <li>- research Yayoi Kusama 's artwork</li> <li>- explore how colours can present different moods and atmosphere</li> <li>- paint a close-up section of Kusama pumpkin painting</li> <li>- create nature themed paintings that shows an emotion</li> </ul>
<b><u>Computing</u></b>	<p>Sharing information:</p> <ul style="list-style-type: none"> <li>- explain that computers can be connected together to form systems</li> <li>- recognise the role of computer systems in our lives</li> <li>- recognise how information is transferred over the internet</li> <li>- explain how sharing information online lets people in different places work together</li> <li>- contribute to a shared project online</li> <li>- evaluate different ways of working together online</li> </ul> <p>Video production:</p> <ul style="list-style-type: none"> <li>- explain what makes a video effective</li> <li>- identify digital devices that can record video</li> <li>- capture video using a range of techniques</li> <li>- create a storyboard</li> <li>- identify that video can be improved through reshooting and editing</li> <li>- consider the impact of the choices made when making and sharing a video</li> </ul>
<b><u>Music</u></b>	<p>We will:</p> <ul style="list-style-type: none"> <li>- use body percussion, instruments and voices</li> <li>- key centres of C major, G major, D major, A minor and D minor</li> <li>- listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation</li> <li>- identify the musical style of a song, using some musical vocabulary to discuss its musical elements</li> <li>- discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break</li> <li>- explain a bridge passage and its position in a song</li> <li>- sing with and without an accompaniment</li> <li>- discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world</li> <li>- play a part on a tuned instrument</li> </ul>
<b><u>PSHE</u></b>	<p>Being Me in My World</p> <p>We will focus on:</p> <ul style="list-style-type: none"> <li>- Facing challenges positively</li> <li>- Understanding rights and responsibilities</li> <li>- Rewards and consequences</li> </ul> <p>Celebrating Difference</p> <p>We will focus on:</p> <ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Racism</li> <li>- Rumours and name calling</li> <li>- Types of bullying</li> <li>- Celebrating differences across the world</li> </ul>
<b><u>RE</u></b>	<p>Sacred Writings - Hinduism:</p> <p>Children will explore a variety of forms of literature found in sacred books and investigate a range of religious teachings. They will be able to identify key teachings for followers and make links with beliefs and practices.</p> <p>Peace:</p> <p>Children will explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they may have for believers. Children will give examples of ways in which people actively seek peace, making links between faiths and will identify symbols related to this.</p>

### **Class Information:**

All children should have a water bottle in school.

- Year 5 children have PE on Monday afternoon and Wednesday morning. (Earrings **MUST** be removed for these lessons).
- Spelling tests will take place on a Thursday morning.

- Times table tests will take place on a Thursday morning.
- We will count our reads on Friday, so reading diaries need to be in school on this day.