

Year 5 – Autumn Curriculum Letter

Welcome back to a new school year! We are really looking forward to teaching Year 5 again and we have a great deal of exciting work ahead of us. This letter will detail what we will be learning about over the next term.

General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading must be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform and a water bottle every day and that all of your child's belongings are clearly name-labelled.

Our PE days until October half term will be **Monday and Tuesdays**. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Times table tests will be on a Monday. Children should practise their times tables at home regularly – they can still use TTRS for this. There will also be a spelling homework sheet which will go home weekly on a Friday. It will be linked with the spelling concept that we will be learning in class. It will be due back in school the following Friday, at the latest. Alongside this, children should also be learning the Year 5/6 curriculum words that have been stuck in their home school diary.

Curriculum

RE

We will be beginning to introduce the new RE curriculum. This term we will focus on Branch One (Creation and covenant) and Two (Prophecy and promise).

In this branch, pupils will learn about Moses, focusing on two critical events in his life. If not already covered, teachers may want to use a summative age-appropriate text of the story of Joseph to understand why the Hebrews are in Egypt. Teachers may wish to use a summative story of Moses to place these two events in the broader context of the book of Exodus though this could be as a story rather than studied Scripture.	. Though pupils will not know the scriptural references they should begin to make links with the language used to describe David and the language the gospel writers draw upon to show Jesus is the one spoken of in the Old Testament. David is a shepherd and in the story of Goliath he speaks of rescuing lambs from the jaws of predators.
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Expected outcomes		Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:		Understand By the end of this unit of study, pupils will be able to:
U5.11.	Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).	U5.21.	Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.
U5.12.	Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).	U5.22.	Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.
U5.13.	Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.	U5.23.	Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 2:1-7.
U5.14.	Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.	U5.24.	Recognise that David is a model of prayer, referencing one of the psalms.
U5.15.	Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.	U5.25.	Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.
U5.16.	Know that a virtue is a positive habit that helps people live a good life. (RVE)		
	Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:		Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.11.	Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? (RVE)	D5.21.	Playing with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities? (RVE)
D5.12.	Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE)	D5.22.	Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.
D5.13.	Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)	D5.23.	Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:		Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.11.	Reflecting on the words and images used to describe Moses' encounter with God.	R5.21.	Reflecting on your understanding of David and the idea of a leader as a shepherd.
R5.12.	Reflecting on what makes them truly happy. (RVE)	R5.22.	Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. (RVE)
R5.13.	Discussing and dialoguing with others about how rules can help people be happy (YCFK 110).	R5.23.	Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent. (RVE)
R5.14.	Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)		

Maths

Our areas for study for this term are Place Value, Addition and Subtraction, Statistics, Multiplication and Division and Perimeter and Area.

Place Value	Addition and Subtraction	Multiplication and division	Multiplication and Division
Roman numerals	Mental strategies	Multiples	Find fractions equivalent to a unit fraction
Numbers to 10,000	Add whole numbers with more than four digits	Common multiples	Find fractions equivalent to a non-unit fraction
Numbers to 100,000		Factors	
Numbers to 1,000,000	Subtract whole numbers with more than four digits	Common factors	Recognise equivalent fractions
Read and write numbers to 1,000,000	Round to check answers	Prime numbers	Convert improper fractions to mixed numbers
Powers of 10	Inverse operations (addition and subtraction)	Square numbers	Convert mixed numbers to improper fractions
10/100/1,000/ 10,000/100,000 more or less	Multi-step addition and subtraction problems	Cube numbers	Compare fractions less than 1
Partition numbers to 1,000,000	Compare calculations	Multiply by 10,100 and 1,000	Order fractions less than 1
Number line to 1,000,000	Finding missing numbers.	Divide by 10,100 and 1,000	Compare and order fractions greater than 1
Compare and order numbers to 100,000		Multiples of 10,100 and 1,000	Add and subtract fractions with the same denominator
Compare and order numbers to 1,000,000			Add fractions within 1
			Add fractions with total greater than 1

Round to the nearest 10, 100 and 1,000			Add to a mixed number
Round within 100,000			Add two mixed numbers
Round within 1,000,000			Subtract fractions
			Subtract from a mixed number
			Subtract from a mixed number – breaking the whole
			Subtract two mixed numbers

Children will continue to be tested on their multiplication tables weekly. Regular practise is important and has a positive impact on Maths attainment.

English

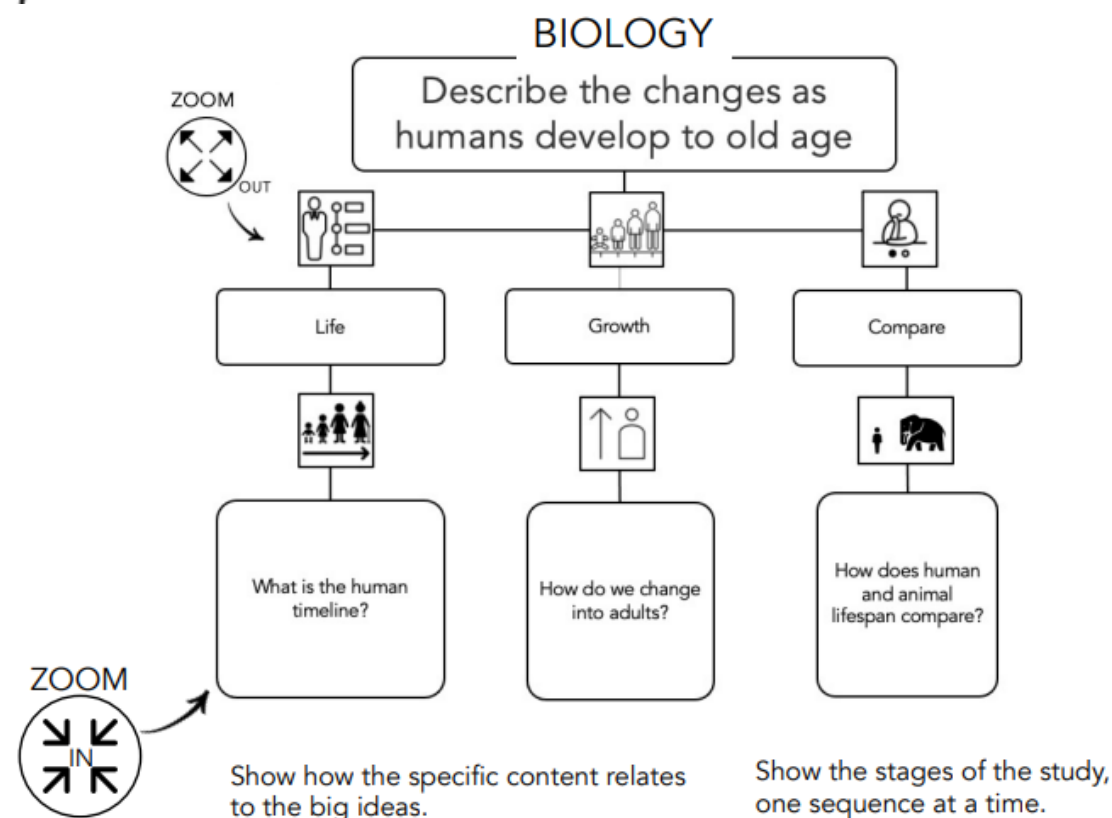
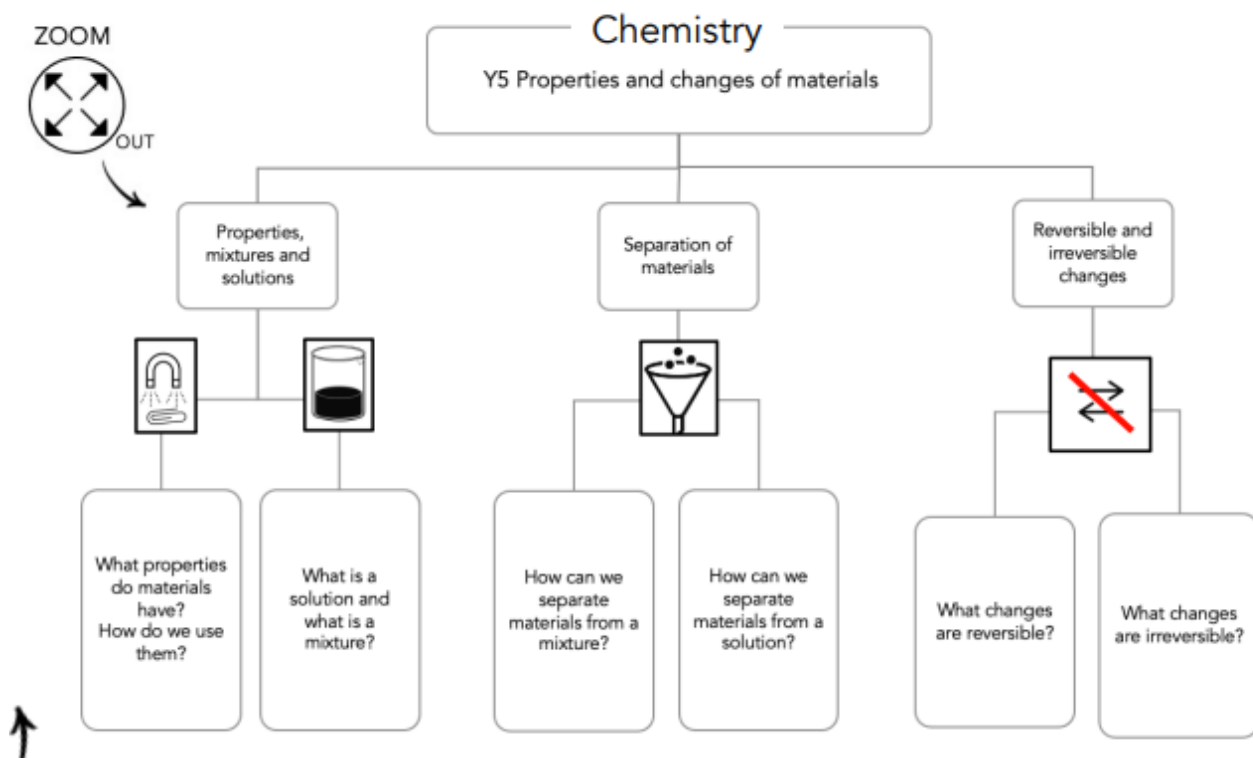
Children will continue to develop their comprehension and writing skills through the study of our class texts. Children will also develop a greater understanding of Y5 grammar and punctuation. Our text for reading will be Shackleton's Journey & The Explorer. We will also be writing third person stories set in another culture, formal letters of application and poems using word play.

Children will have the opportunity for free reading time in class and they will further develop their reading skills in reading sessions. However, we do recommend that children read at home with an adult daily.

Reading	Writing	SPAG
Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify with evidence.	Identify and use layout devices e.g. bullet points, subheadings.	Identify and use brackets, commas and dashes to indicate parenthesis.
Predict what might happen from details stated and implied.	Identify and use cohesive devices across paragraphs e.g. fronted adverbials.	To identify and use relative pronouns and clauses.
Identify how language, structure and presentation contribute to meaning.	Create vivid imagery using similes, alliteration and metaphors.	To identify and use adverbials of time.
Ask questions to improve understanding.	Identify when to use informal and formal language and the differences between these.	To identify and use expanded noun phrases.
Identify themes and connections across books.	Identify audience for and purpose of the writing.	To identify and use modal verbs, determiners and dashes.

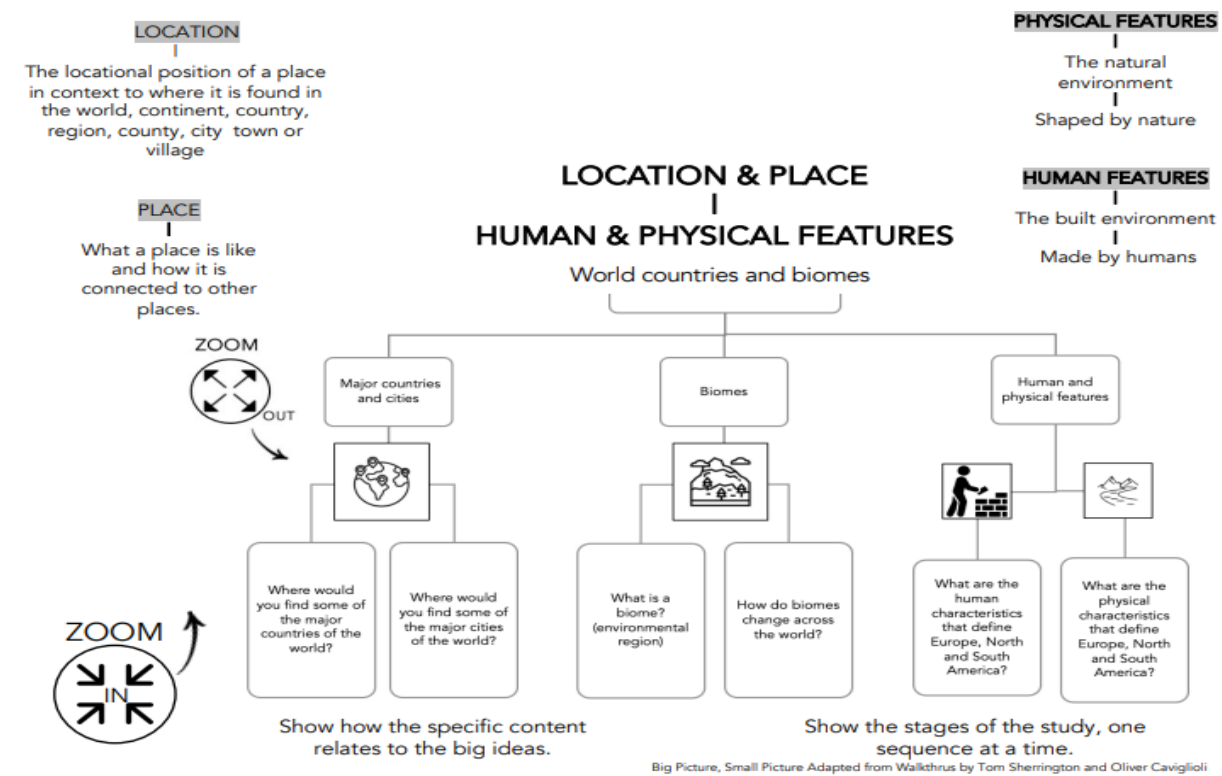
Science

Our topic for this term is properties and changes of materials. Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.



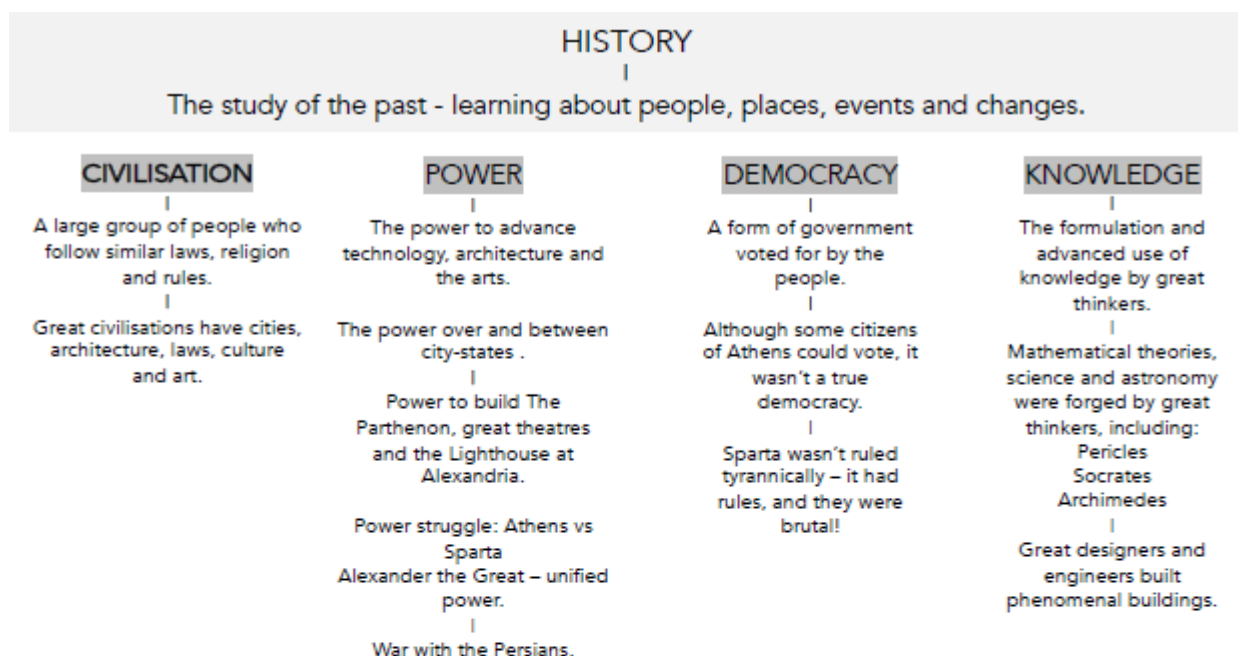
Geography

Our topics for this term are 'World countries and biomes'.



History

Our topic for the term is 'Ancient Greece'. We will be learning about Greek life and achievements and their influence on the western world.



Art

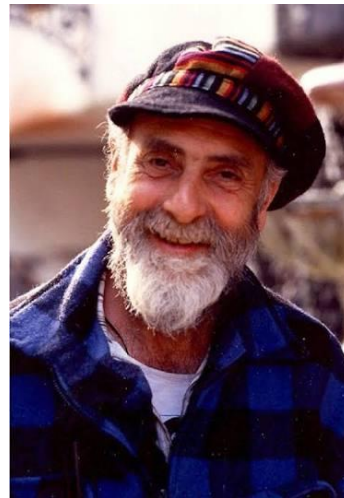
Our Art topic this term is drawing skills inspired by Austrian artist, Friedensreich Hundertwasser. The children will build their skills to create their own abstract landscape piece.

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by <i>subtractive drawing</i>	Combine drawing techniques, making informed decisions based on knowledge of what could happen
What abstract art is	Transfer and enlarge an image
Lines can be used to suggest harmony	Work in the style of an artist

In this block, pupils will learn a new technique called *subtractive drawing*. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.



Blobs Grow In Beloved Gardens (1975)
and
Atlantis Submersion (1996 – 1998)
by Friedensreich Hundertwasser



DT

Our Art topic this term is textiles. The children will explore a range of materials, testing their durability. They will consider these properties when designing their own lunch bag.

At the end of this block, pupils will ...	
Know:	Be able to:
How to waterproof cotton fabric	Use beeswax to waterproof cotton fabric
Which fabrics are both functional and hardwearing	Repurpose a pair of jeans

In this block, pupils will consider the durability of fabrics. They will design and make a functional and hardwearing lunch bag. They will create fair tests to investigate the properties of a range of fabrics and consider insulation and waterproofing.



Levi Strauss (1829 – 1902)

ocusing on how to keep safe in our local environment. We will have side road safety. We will also be looking at online safety, mobile

Computing

We will be focusing on developing our computing skills by creating Vector drawings.

Computing Learning focuses				
To identify different drawing tool and what they do.	To create a Vector drawing using different shapes.	To experiment with drawing tools to produce different effects.	To create layers in Vector drawings.	To evaluate my Vector drawing and improve it.

PE, Music and French

These will be taught on Tuesday afternoons with Mrs Dyer. The children will have Mr Hurd and Miss Godbold on Monday mornings until October half term.

We look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see us.

With very best wishes,

Miss Godbold & Mrs Snowden