



Curriculum Newsletter.

Year 5

Autumn 1 2022

Welcome to Year 5! We have some wonderful and exciting learning opportunities planned for this term, and we cannot wait to get started.

This newsletter gives you a flavour of what the children in Year 5 will be working on this term. It will also give you some useful information about important things that you need to know. We hope that you find it useful.

Class Names

All the classes in school are named after an inspirational person.

In Year 5, Mrs Leeming's and Mrs Millard's class is called Tull Class, named after the former Northampton Town footballer and World War 1 soldier, Walter Tull.

Miss Clarke's class is called Pankhurst Class, named after the British political activist, Emmeline Pankhurst.

PE Kit.

Year 5 have PE on a Wednesday afternoon. They should come to school on this day dressed in their PE kit. Therefore, please ensure that children have suitable clothing and footwear for this. This consists of black shorts, a white or black T-shirt and trainers. When the weather is colder, a tracksuit/ jogging pants/sweatshirt should be worn. Jewellery must not be worn for PE. In the case of children with earrings, these should be a single stud and not a hooped earring. Children must be able to remove their own earrings themselves for PE.

Tull class will be swimming in Autumn 1 and Pankhurst in Autumn 2- a separate letter will be sent home with more details.

Contacting Us

The year group email is yearfive@lingsprimary.org.uk Please email us if you have any queries.

You are also welcome to ring the school on 01604 410369 and leave a message with the office team. Somebody will ring you back when they have a suitable opportunity to.

Homework

We will be setting enrichment activities each week. These will consist of activities in Maths and English that are designed to consolidate or extend the learning achieved in school. These will either be set on the Year 5 blog or be given as a paper copy. The expectations is that all children will complete these independently to the best of their abilities. If anyone is struggling, then they should speak to their class teacher in the first instance.

Spellings

Children will also have sets of spellings to learn throughout the term. These words will include both "high-frequency words", which are used regularly in their year group, and words that follow a particular spelling pattern. It is important that children practice these as becoming a more confident speller helps them to become better writers.

Reading

It is important that children continue to read regularly in their own time in Year 5. This should be daily for at least 15 minutes. This time should be nice and relaxed and be an opportunity for children to enjoy reading. They will have a reading book from school, but it is fine for them to read other books or reading materials that are suitable for them. Children should record details in their reading record of all texts they have read throughout the week. Parents or carers should try to read with their children at least once a week and sign their reading record. In school, children will be given the chance to change their book whenever they need to. Ideally this will be once a week, but some children may want to keep books for longer on occasions, whilst there may be some books that children get through quite quickly. Children benefit enormously from frequent reading and discussion of the books they have read at home, as this helps them develop key skills, they will need to use all year across the whole curriculum.

Times-tables

We are still using Times Tables Rockstars. This a website which can use to practise their times tables and improve their speed. We will send their login details home with the children so they can access this as much as possible. All children have been assessed as to which times tables they should be learning. Times tables should be practised every week - but there are many ways of practising and TTRS is only one of these, so feel free to use other websites, books, games etc. We will also send home times tables games and put activities on the blog.

Knowledge organisers

In school, we use Knowledge organisers to help us keep track of key people, dates, facts and vocabulary. These are available on the school website- however we can provide a paper copy if you require one.

ENGLISH

Our focussed text is entitled *Mill Girl* and is linked to our history topic of the Industrial Revolution. We will be practising the key reading skills of retrieval and inference, whilst also beginning to think about summarising, predicting and comparing.

Writing this term will build up the skills necessary to write both a persuasive speech and a narrative text.

Children will be learning about various aspects of grammar and punctuation including word types, tenses and commas.

Spelling will involve learning the key words for Key Stage Two and investigating the various spelling patterns contained in the Year 5 spelling curriculum.

MATHS

This term's focus is on number and place value. Children will learn:

- Reading and writing numbers up to a million using words and digits.
- Counting in 1s, 10s, 100s, 1,000s, 10,000s and 100,000s.
- To recognise the place value of each digit in numbers containing up to seven digits.
- To round to the nearest 10, 100, 1,000 and 10,000.
- How to compare and order numbers up to a million.
- About negative numbers.
- The Roman Numerals up to 1,000.
- To recognise different representations of numbers (e.g., using Base-10 materials, place value counters, number lines, part-whole models).

We will also be focussing upon learning times tables up to 12x12.

ART

Children will:

- Be taught the technical skill of drawing from 1- and 2-point perspective.
- Have an opportunity to learn the technique and then apply to two pen and ink pieces: a road, bridge or path scene and a finished street scene inspired by the work of Lowry and linked to the wider curriculum work about the Industrial Revolution.
- Learn about the artist Lowry and look at some of his works to appreciate the techniques, his use of perspective, use of line and use of colour.
- Apply their previous knowledge of blended directional shading to give form to 3D shapes that they can draw from 1- and 2-point perspective.
- Apply their learned sketchbook pattern and texture skills.

PSHE

Children will be completing a series of lessons from the Protective Behaviours framework. This will provide a framework for personal safety, self-esteem, resilience and confidence building.

There are five main elements of the Protective Behaviours process. The main two that we focus on are:

Theme 1: We all have the right to feel safe all the time

We explore this theme in detail, carefully looking at the connection between rights and responsibilities. We discover for ourselves the difference between feeling safe, fun to feel scared (adventurousness), risking on purpose (which may not feel like fun, but we still have choice) and feeling unsafe. These differences are manifested by what we call our 'Early Warning Signs (EWS)', specific bodily responses which tell us when we do not feel safe.

Theme 2: We can talk with someone about anything even if it's awful or small

The children create a 'hand of 5', which represents their own personal networks of support, those people they could turn to if in need. They are reminded and encouraged of the benefits of talking no matter the topic.

Year 5

Autumn Term 1

RE

Children will:

- Understand that there are different types of role models and know what characteristics make positive role models. This links to Jesus as a role model within Christianity and the unit teaches the children about two of Jesus' most important teachings: The Sermon on the Mount and The Parable of the Two Builders.
- Understand that kindness is one of the Beatitudes taught on the Sermon on the Mount and the children learn about Captain Sir Tom Moore and have the opportunity to discuss his impact.
- Think about beatitudes for a global pandemic.
- Learn about how Christians carry out Jesus' teachings from the Sermon on the Mount in 2020 through charitable organisations.

COMPUTING

We will be exploring how to use drawing tools on Microsoft PowerPoint to create vector shapes and how these can be layered together to create vector drawings.

We will then group and duplicate these to create more complicated pieces of work.

SCIENCE

Children will:

- Learn that the Earth, Sun and Moon are spherical bodies and will consider evidence to support this.
- Be able to explain about day length and why we get daytime and night-time through an understanding of the rotation of the Earth and its position relative to the Sun.
- Understand what constitutes a year by exploring the orbit of the Earth around the Sun.
- Research the various theories for the origin of the Moon and learn about the orbit of the Moon around the Earth and its lunar phases.

HISTORY

Children will:

- Develop their understanding and knowledge of the impact of the Industrial Revolution, how people's lives have been shaped by this period of history and how Britain has influenced and been influenced by the wider world.
- Develop a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Gain an understanding of the significant turning points in British history, for example, the rise of the Steam Age, the first railways, as well as finding out about significant Victorian inventions.
- Develop knowledge of the change in the land use and the lives of the general population as well as what life was like for the children of the time.
- Explore the lives of significant individuals in the past who have contributed to national and international achievements: Queen Victoria, Isambard Kingdom Brunel, and George Stevenson.

PE

Tull class will be swimming from Monday 13th September. Both classes have P.E. every Wednesday, this term they will be doing dance and gym.