

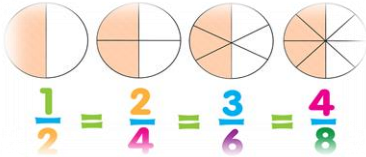

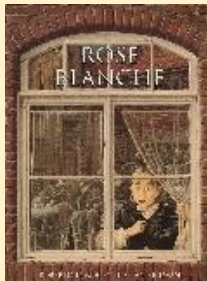
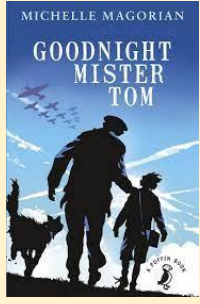



# Year 5 Parents' Curriculum Letter

## Our Learning Journey - We'll meet again... - September 2023

Hello to you all! We are very excited to have the children back with us for the start of the Autumn term!

Please see below for the exciting learning opportunities that have been planned for our World War 2

Topic.

<u>English</u>	<u>Maths</u>	<u>Reading</u>
<p>As writers, we will be refining our writing skills, with a focus on descriptive writing in the first half term and chronological report writing in the second half term.</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> <li>Plan, draft and write for a range of purposes.</li> <li>Use organisation and presentational features.</li> <li>Develop character, setting and atmosphere in narrative.</li> <li>Add phrases to make sentences more precise and detailed.</li> <li>Use a range of sentence openers- judging the impact or effect needed.</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation.</li> <li>Ensure correct use of tenses.</li> <li>Use pronouns to avoid repetition (she, he, they, we, it).</li> <li>Use commas to clarify meaning or avoid ambiguity.</li> <li>Link clauses in sentences using a range of subordinating and coordinating conjunctions (once, while, when, whenever, where, wherever, before, and after / and, but, or).</li> <li>Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly).</li> </ul>	<p>As Mathematicians, we will be exploring:</p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>To identify and use Roman Numerals up to 1000.</li> <li>To order and compare numbers up to 1,000,000.</li> <li>To read and write numbers up to 1,000,000 and determine the value of each digit.</li> </ul> <p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>To add and subtract 4 digit numbers.</li> <li>To solve multi-step problems involving addition and subtraction.</li> <li>Use the inverse operation to check answers and to find missing numbers.</li> <li>To be able to multiply and divide whole numbers by 10, 100 and 1000.</li> <li>To recall multiplication tables up to 12x12.</li> <li>To identify factors of numbers.</li> <li>To identify square, cube and prime numbers.</li> <li>To multiply and divide by 10, 100 and 1000.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>To find fractions equivalent to unit fractions.</li> <li>Recognise equivalent fractions.</li> <li>Convert improper fractions to mixed numbers and back again.</li> <li>Comparing and ordering fractions greater than one.</li> </ul> <div style="text-align: center;">  <p><math>\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}</math></p> </div>	<p>As Readers, we will:</p> <ul style="list-style-type: none"> <li>Maintain positive attitudes to reading.</li> <li>Discuss and recommend books to others.</li> <li>Compare between two texts.</li> <li>Appreciate how two people may have a different view on the same event.</li> <li>Distinguish between fact and opinion.</li> <li>Create a set of notes to summarise what has been read.</li> <li>Draw inferences and justify with evidence from the text.</li> <li>Vary voice for direct or indirect speech.</li> <li>Recognise clauses within sentences.</li> <li>Explain how and why a writer has used clauses to add information to a sentence.</li> <li>Discuss and evaluate how authors use language and its effect on a reader.</li> </ul> <div style="text-align: center;">  </div>
<p><b>Books we are studying to support our learning this term:</b></p> <p>Rose Blanche Written and illustrated by Roberto Innocenti. Translated by Ian McEwan.</p> <div style="text-align: center;">  </div> <div style="display: flex; align-items: center;"> <div style="text-align: center;">  <p>Goodnight Mister Tom By Michelle Magorian</p> </div> </div>	<p style="text-align: center;"><u>Art</u></p> <div style="display: flex; justify-content: space-around;">   </div> <p>As Artists, we will be exploring the work of their class artist and the wartime paintings of L.S. Lowry</p> <ul style="list-style-type: none"> <li>Research the work of an artist and use their work to replicate a style</li> <li>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</li> <li>Experiment with media to create emotion in art</li> <li>Experiment by using marks and lines to produce texture</li> </ul>	<p style="text-align: center;"><u>PE</u></p> <div style="text-align: right;">  </div> <p>Swimming sessions will build on last term's work. In addition to this, Year-5 will be playing Hockey and Netball to develop their coordination and support them to collaborate with more accuracy during ball games.</p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To gain possession by working a team and pass in different ways</li> <li>To choose a specific tactic for defending and attacking</li> <li>To use a number of techniques to pass, dribble and shoot</li> </ul>

### E4S/Wellbeing

E4S stands for **E**ducation **f**or **S**afeguarding and forms a key part of the children's wellbeing/safety curriculum.

Through E4S, children will learn about their emotional literacy and wellbeing, and how effective they are at communicating how they feel and their awareness of the emotions displayed by others.

We will be learning:

- To develop strategies to manage habits and the influences of others on them
- To understand why habits can be hard to change
- To recognise when we have opportunities to make choices about food and drink
- To make informed choices
- To describe the influence of media advertising / celebrity culture on health and lifestyle choices
- To identify a range of potential dangers and risks that might be encountered in everyday life, including online
- To identify and demonstrate a range of ways of asking for help in a range of situations in both the real and virtual world
- To give examples of how they are helped to stay healthy and stay safe in a variety of places and situations
- To demonstrate skills to react appropriately to using key procedures in an emergency ie using the recovery position, basic first aid etc
- The meanings of danger, hazard and emergency and apply this to a range of situations
- Ways of proactively and responsibly seeking help in different situations (gaining attentions, calling for help etc)
- To identify how peers' behaviour and other sources can influence their own behaviour
- To identify potential risks in different familiar situations

### History - World War II

As Historians, we will be exploring World War 2 from the perspective of children living in Britain at the time. We will be learning:

- To study an aspect or theme in British history that extends chronological knowledge beyond 1066.
- To understand what life was like for children in 1939 pre-war Britain.
- To have a secure understanding of a British timeline that extends from the Stone Age to the present day.
- To order an increasing number of significant events, movements and dates on a timeline using dates accurately.
- To explore some of the factors that led to war with Germany.
- To begin to construct a timeline to help understand the chronology of World War 2.
- To be able to tell the story of events within and across the time periods studied
- Know and describe in some detail the main changes to an aspect in a period of history being studied

### Geography

- Appreciate that most countries have capital cities from where their government operates but these can sometime change.
- Know the names of a number of European capitals
- Know and recognise many of Europe's key landmarks
- Use appropriate special language when giving directions
- Understand why their village/ town or city exists and what brought people to live there
- Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea and Suez Canal
- Know why ports are important for world trade



### Science

As Scientists, we will be exploring our Solar System during the first half of the term.

We will:


- Describe the movement of the Earth and other planets relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

### Computing

As computer programmers, we will be designing our own WW2 simulations and edit photos and film footage of our Evacuee Day.

We will be learning:

- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- To create a playable, competitive game
- To review coding vocabulary
- Use a sketch or storyboard to represent a program design and algorithm
- Pupils should be taught to use technology safely, respectfully and responsibly;
- Gain a greater understanding of the impact that sharing digital content can have
- Understand the permissions and purposes of altering an image digitally and the reasons for this

<u>Staff</u>	<u>Dates and Information</u>	<u>Wow Days and Opportunities</u>
<p><b>Mr Dobson/Mr Alexander</b> - O'Keefe Class Teacher (Y5)</p> <p><b>Mrs Brown/Mrs Richards</b> - Kahlor (Y5) Class Teacher</p> <p><b>Support Staff</b> O'Keefe - Mrs Paul Kahlor - Mrs Roberts/Mrs Carney</p>	<p><b>Meet and Greet</b> - Come and meet your child's Class Teacher on Tuesday 19<sup>th</sup> September 2023 at 8:40am</p> <p><b>PE days</b> - Monday <b>Swimming</b> - Wednesday</p> <p>Please ensure that children have their PE kit in school on their PE days and that earrings are either removed or tape is brought in to cover t earring studs.</p>	<p><b>Immersion Day</b> - pre-wartime music and games - Friday 8<sup>th</sup> September.</p> <p><b>Year 5 evacuation on the Bluebell Railway</b> - Thursday 19<sup>th</sup> October.</p> <p><b>McIndoe drama workshop</b></p> <p><b>Immersion Day</b> - Cooking, Rationing and Restrictions. Date to follow.</p> 

### Things to do at home to help your child:

- **Read with, and to your child.** Ask questions about the books they read.
- Ensure they have done their homework to the best of their ability.
- The most important benefit of helping your child is that it shows how much you value education.
- Learning at home should be fun.
- Make it short and where you can, turn it into a game.

The following websites offer game-based learning:

<https://mathszone.co.uk/> (maths)

<https://www.bbc.co.uk/games/embed/crystal-explorers> (grammar)

<https://www.topmarks.co.uk/> (Some free games linked to maths, grammar and spelling games)

<http://www.primaryhomeworkhelp.co.uk/> (all areas of the curriculum)

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> (all areas of the curriculum)

## END OF YEAR EXPECTATIONS FOR YEAR 5

Below, you will find information on the end of year expectations for children in our school. These expectations are the National Curriculum requirements your child should meet (under normal circumstances) in order to ensure continued progress throughout the following year.

Objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is greatly appreciated.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

### Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.



## Reading

- Maintain positive attitudes to reading.
- Read a broad range of genres and texts.
- Discuss and recommend books to others.
- Learn a wide range of poetry by heart showing understanding through intonation, volume and tone.
- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts.
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Distinguish between fact and opinion.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Discuss and evaluate how authors use language and its effect on a reader.



## Speaking and Listening

- Give well-structured explanations.
- Consider and evaluate different viewpoints.
- Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different.