

## Curriculum Newsletter Autumn Term 2023 – Year 5

| Term        | Subject/Focus   |
|-------------|---|
| Autumn Term | History: Local History - Henry VIII and the Reformation – Revolution or Reformation?<br>Geography: The UK, Our Local Area<br>Science: Earth and Beyond/Forces – What's Out There? |
| Spring Term | Science: Materials – Is It too Late to Change?<br>History: Crime and Punishment – Does the Punishment Fit the Crime?<br>Geography: The Wider World                                |
| Summer Term | Science: Life Cycles – What Are Life Cycles?<br>History: Ancient Egyptians – What's Ancient Egypt's Legacy?<br>Geography: The Land and Its People                                 |

### RE

This term we will be studying the three themes of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

Topic 1 - **OURSELVES** – Created in the image and likeness of God

Topic 2 - **LIFE CHOICES/BELONGING** – Marriage; commitment and service

Topic 3 - **HOPE** – Waiting in joyful hope for Jesus, the promised one

### English

#### **Reading**

We will be reading a range of fiction and non-fiction texts and discussing key features of texts and the differences between different types of books and their layouts. In school, reading includes independent reading and whole class reading. For maximum progress to be made, it is vital that children are still reading with an adult on a daily basis at home and continue to record this in their school diary.

#### **Writing**

This term we will be learning to write effectively in the following genres

- Classic Fiction
- Newspaper Articles
- Non-Chronological Reports
- Fiction- Science-Fiction
- Poetry

Within each genre children will look at the key features and learn to recognise and use these within their own writing.

#### **Grammar and Punctuation**

|                    |  |
|--------------------|--|
| <b>Word</b>        | Parts of Speech: Nouns, Verbs, Adjectives, Adverbs, Pronouns, Determiners, Prepositions and Conjunctions.  |
| <b>Sentence</b>    | Use expanded noun phrases to convey information; use relative clauses beginning with relative pronouns and use modal verbs. (Expanded noun phrases: the jolly green giant. Relative clauses: The boy, who had shouted, won a medal in swimming. Modal verbs: She must wash her hands before she eats.) |
| <b>Text</b>        | Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>   |
| <b>Punctuation</b> | Use commas to clarify meaning; use hyphens to avoid ambiguity; and use brackets to indicate parenthesis. Review apostrophes for contractions and possessives.  |

## Spelling

Children will extend their knowledge of spelling strategies and apply them to words from the Year 5/6 word list, their own personal list, cross-curricular words and words focussing on the following:

- **Plurals and Apostrophes**  
(adding '-s', '-es' and '-ies'); for contractions and possession
- **Rare GPCs**  
Words with 'silent' letters
- **Morphology/ Etymology**  
Use spelling journals to record helpful etymological notes on curious or difficult words
- **Word endings**  
Words with the letter string '-ough' Words ending in '-able' and '-ible'
- **Homophones**  
isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed
- **Hyphen**  
Use of the hyphen (co-ordinate, co-operate)
- **Dictionary**  
Use of a dictionary to support teaching of word roots, derivations and spelling patterns  
Use of a dictionary to create word webs
- **Proofreading**  
Focus on checking words from personal lists.

## Mathematics

The 2014 National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

This curriculum contains a greater emphasis on calculation WITHOUT the use of electronic calculators.

## Autumn Topics

- Place Value
- Terms – positional, multiplicative, additive, base10, millions and thousandths
- Link to measurement- practical activities with mass, capacity, volume and money
- Ordering and Comparing, greater than, less than, equal
- Fractions – link to division and decimal place value, whole part relationships, problem solving throughout
- Percentages making explicit links with fraction and decimals-Link to pie charts, Bar modelling, Problem solving throughout
- Mental Calculation Strategies – partitioning, doubling, halving, number pairs, multiples of 10 and adjusting, using known number facts, bridging through 10, counting on and counting back, Time differences and durations, Bar charts, Perimeter and its formula, Missing number problems linking to algebra
- Mental Calculations – Including the four operations (Addition, Subtraction, Multiplication, Division)
- Written methods for multiplication and division of whole numbers, using the inverse to check and vice versa
- Word Problems Including Remainders

**Subjects:**

**History** – we will be focussing on the changes that occurred during this period

**Geography** - we will be labelling maps, looking at sources of local buildings, examining the land and its uses.

**Science** - we will be looking at the Earth, Sun and Moon followed by forces (gravity and air resistance).

**Art** - we will be looking at David Hockney and creating our own landscapes.

**DT** - we will be modelling the solar system.

**Communication with Parents**

It is very important to us as a school that we work in partnership with parents. Therefore we welcome any feedback you can give us about your child and their experience in school; if you have any concerns or worries please send a message through the office to your child's class teacher or alternatively you can contact Mrs Young or Miss Doherty directly via ClassDojo.