

Topic

Term	Topic
Autumn Term	Local History –Palaces/Earth and Beyond/Forces
Spring Term	Materials/Crime and Punishment
Summer Term	Living Things - Animals and Humans/Ancient Egyptians

RE

This term we will be studying the three themes of Local Church-Community (Mission), Eucharist-Relating (Memorial Sacrifice) and Lent/Easter-Giving (Sacrifice). Each class will approach the themes through different topics.

Topic 1 - **MISSION** – Continuing Jesus’ mission in diocese (ecumenism).

Topic 2 – **MEMORIAL SACRIFICE** - Eucharist as the living memorial of Christ’s sacrifice.

Topic 3 - **SACRIFICE** – Lent: a time of aligning with the sacrifice made by Jesus.

Literacy

Reading

We will be reading the fiction books, Stormbreaker and My Friend Walter this term, as well as non-fiction texts about Materials and Crime and Punishment. We will discuss key features of texts and the differences between different types of books and their layouts. In school reading includes independent reading (with teacher or TA) and guided reading (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. The Year 5 children will use their organisers to record books read. This will need to be signed by parents and will be checked by the teacher regularly. Children should always have available their organiser/diary and current reading book.

Writing

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

Narrative- Modern Fiction, Historical Fiction.

Non-Fiction: Persuasive writing, Chronological Reports, Diaries.

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

Grammar and Punctuation

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]. Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonym, antonym, collective noun

Numeracy

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

Spring 1:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction
- recognise mixed numbers and improper fractions and convert from one form to the other
- read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Spring 2:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- Identify angles at a point and one whole turn (total 360o, angles at a point on a straight line and 2 1 a turn (total 180o), other multiples of 90o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Topic

In **Science** we are learning about the Properties of Materials and how we can change and use them - children learn there are reversible and irreversible changes. The children will learn about how to compare and group together everyday materials on the basis of properties, including hardness and solubility. Changes of States in Materials - children consolidate their ideas about changes of state which can be reversed. They use their understanding to explain a range of familiar phenomena.

Over the course of the second half term we will be studying Crime and Punishment in **History** – the children learn about the changes in this aspect of social history from the Anglo-Saxons to the present day. This programme of study includes how the crime is detected, the role of police in crime solving and how laws are enforced for the benefit of society.

In **Art** we will explore the properties of materials, looking closely at their details and sketch first in pencil and then using a range of medium eg, paints, charcoal and collage.

In **D.T** we will be making a collage/sculpture. The children will learn how to use a range of different materials to create a 3-D piece of art.

In **Music** we will be continuing to learn to play the African Drums ready for our second concert at Easter!

In **French** we will be learning: Qu'est ce que tu veux? (What would you like?). We will be covering snacks, using money, names of festivals and further festival vocabulary.

Dates

- Mass for Vincent Pallotti (juniors) – 22nd January
- Year 5-6 Maths Presentation Workshop - 30th January
- London Fire Brigade Visit – afternoon of 31st January
- Class 5Y assembly - 10th February – afternoon
- Open Evening - 13th February – school closes at 2pm
- Mass Our Lady of Lourdes Mass – 14th February
- School closes for half term - 14th February
- Half term- Monday 17th - Friday 21st February
- Ash Wednesday prayer service in the Church - 26th February
- World book day – 5th March
- School Trip to Tower of London – 16th March
- St Patrick's day mass – 17th March 10am
- Last Day of term for Morning Nursery and Main School – 3rd April - school closes at 1.30pm

Trips and workshops

Maths Workshop – Thursday 30th January 2020

Visit to the Tower of London – Monday 16th March 2020

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 see your child's class teacher, Mrs Young or Miss Spicer.