

# Year 5 Autumn Term Curriculum Newsletter



## Learning Project – Life in Victorian Times

Dear Parents/Carers,

We are looking forward to a busy and exciting term ahead with Year 5. Our learning will be based around The Victorians. In English our focus text is 'Street Child' by Berlie Docherty, a wonderful story set in Victorian times. In art we will be printing, based on designs by the Victorian, William Morris. We will also be creating our own decorative tote bags. We have Cuffley Camp coming up very soon. Please see below for more details of our curriculum this term.

Best wishes,

Mr Carini, Mrs Gaskell & Mrs Smith

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| <b>Science</b><br>Living things – life cycles of plants and animals, reproduction of flowering plants<br>Properties & changing materials – reversible & irreversible changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Maths</b><br>Number and Place Value<br>Addition and Subtraction                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 | Multiplication and Division<br>Fractions                                                                                                                                                                       | <b>English - writing</b><br><b>Narrative:</b> Historical story,<br><b>Poetry:</b> narrative poetry, modal verb poetry<br><b>Discussions/Balanced Argument Letters/ Recount/Diary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>English - Grammar</b><br>Relative clauses.<br>Adverbs or modal verbs.<br>Cohesion in a paragraph.<br>Linking ideas across paragraphs<br>Using adverbials of time.<br>Use parenthesis.<br>Use hyphens and commas                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Spelling</b><br>The suffix –ough<br>Silent letters<br>The suffix – able and ible<br>Homophones<br><b>Plurals</b><br>Add s   Add es   Add ies<br><b>Hyphens</b>                                                                                                                                                                                                                                                                                                                      | <b>PSHE</b><br>Personal safety<br>Friendships & bullying<br>Media & digital resilience                                                                                                                                                          | <b>RE</b><br><b>BQ5:</b> What is the ultimate goal?<br><br><b>BQ3:</b> How do we know what is true?                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Computing</b><br><b>Digital Literacy</b> – identity, choices, positive contribution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>PE</b><br><b>Gymnastics:</b> Spinning and Turning<br><b>Invasion:</b> Developing dribbling, passing & shooting skills with games (netball)<br><b>OAA</b> (Cuffley Camp)<br><b>Invasion:</b> Games -<br>Developing rugby skills (tag rugby)<br><b>Dance:</b> Eco dance                                                                                                                                                                                                               | <b>History</b><br>The Victorians:<br>Queen Victoria and family<br>British Empire<br>Industrial Revolution<br>Significant Victorians and their inventions/ achievements<br>The workhouse, schools and houses<br>Food and drink                   | <b>Geography</b><br>None this term                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Art &amp; Design</b><br><b>Printing</b> – Investigating William Morris prints and patterns<br>Block printing using three layers of colour with printing ink.<br><b>Textiles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Design &amp; Technology</b><br><b>None this term</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Spanish</b><br>Greetings<br>Objects of the class<br>Asking where something is and to borrow things<br>Numbers 0-100<br>El día de los muertos<br>Family members<br>Christmas in Spain .                                                       | <b>Music</b><br>Exploring traditional rhythmic notation<br>Composing and arranging music<br>Song writing<br>Singing expressively and clearly<br>Playing untuned and tuned instruments intro<br>Christmas Songs |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Trips/Curriculum Days/Meetings</b><br>23 <sup>rd</sup> September Cuffley camp<br>2 <sup>nd</sup> October PHSE Meeting<br>5 <sup>th</sup> October Oracy meeting<br>5 <sup>th</sup> October NSPCC workshops<br>8 <sup>th</sup> October ADHD Coffee<br>Morning<br>12 <sup>th</sup> October Walk to school week<br>23 <sup>rd</sup> October Be Bright Be Seen Day<br>3 <sup>rd</sup> November Maths Meeting<br>6 <sup>th</sup> November Cultural Day<br>9 <sup>th</sup> November Bikeability<br>13 <sup>th</sup> November Enrichment Meeting<br>17 <sup>th</sup> November Juniper Class Assembly<br>16 <sup>th</sup> December Y5 and Y6 parties | <b>Links with Children’s Rights</b><br><br>Article 29: Education should help you use and develop your talents and abilities<br><br>Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you<br><br>Article 32:<br>You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly | <b>PE Days &amp; Homework Days</b><br><b>Maple PE:</b> Thursday & Friday<br><br><b>Juniper PE:</b> Wednesday & Thursday<br><br><u>Homework:</u><br>Homework to be handed out on a <b>Tuesday</b> and returned by the following <b>Tuesday</b> . |                                                                                                                                                                                                                | <b>Key Dates for this Term</b><br>13 <sup>th</sup> October Harvest Festival<br>16 <sup>th</sup> October Just One Tree Day<br>2 <sup>nd</sup> November Inset Day<br>12 <sup>th</sup> November Individual Photograph Day<br>11 <sup>th</sup> November K2 Book Look 3.30-5.30pm<br>16 <sup>th</sup> November Parents in to Class to Read Together 8.45-9.15am<br>16 <sup>th</sup> November Anti-Bullying Week<br>18 <sup>th</sup> November<br>Consultations for KS1 & KS2<br>19 <sup>th</sup> November<br>Consultations for KS1 and KS2<br>20 <sup>th</sup> November<br>INSET DAY<br>Wednesday 9 <sup>th</sup> December<br>Christmas Lunch<br>19 <sup>th</sup> December Term ends 1.30pm |