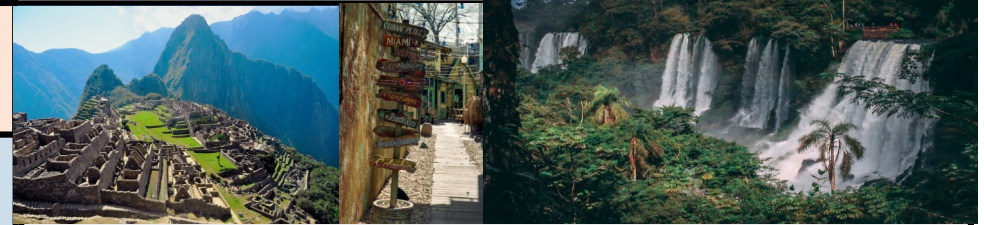


# Year 5

## Autumn 1

## South America



### English

The children will be writing to inform readers of The Explorer about one of the animals they come across in the book based on the style of 'Wild Animals of the South'.

Next, they will also write an additional setting description to create an awe for the environments and promote against deforestation. Finally they will be writing to persuade the government to do more to stop deforestation, using Great Thunberg as a model.

### Reading

This term we will be reading around the theme of conversation, exploring the novel the explorer, the non-fiction text Wild Animals of the South and looking at poetry around this theme too. We will be practising reading with expression and developing strategies for when we find unknown words in the text.

### Reading at Home

*These are some books you can read together that will help them with their learning in school.*

- Journey to the River Sea
- Running Wild
- Any non-fiction book about South America, deforestation, rainforests or textiles.
- Any books linked to the theme of conservation or courage.

### Handwriting?

By year 5, children should be using a neat and even joined handwriting. Some children will need to keep practising to achieve this. Please see the link below for more information. [https://www.cambridge.org/gb/files/7314/9020/2522/PfH\\_Messages\\_for\\_Parents\\_combined.pdf](https://www.cambridge.org/gb/files/7314/9020/2522/PfH_Messages_for_Parents_combined.pdf)

### Spelling and Phonics

By now your child should know all their year 2 and year 3/4 spelling words but we know that there may still be some to learn. These will be coming home! Please test your child on them all and work out which ones they still need to learn. We have also carried out a spellings test in class which is based on a range of spelling rules. We will use these results to tailor our teaching towards their needs.

Try: <https://philandjim.org.uk/wp-content/uploads/2019/10/KS2-Spelling-Menu.pdf>

### Maths

#### Place Value

We will be exploring numbers up to 1 million. The children will be putting them on a number line, drawing them, making them, writing them in words, numeral, comparing them, rounding them, adding 10, 100 and 1,000 them and solving problems using them.



#### Addition/Subtraction

We will be adding numbers with up to 5 digits, using the formal/compact method. We will start by making and drawing it before using the abstract method. We will then solve problems using the methods we have learnt. This adds another digit to what you should have learnt in Year 4 so make sure that you are confident with the method!

#### How can you support at home?

Talk about numbers in real contexts! Spot how many digits they have and try reading them out loud together. Try to use addition and subtraction in very day life. Can you work out how much change you will get? Help with budgeting for shopping for the week.

It is essential for next term that children know all their times tables up to 12x12. Please practise them daily so they can recall them quickly.

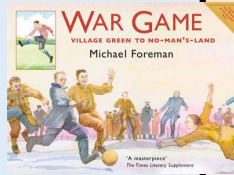
<p><b>About the Topic!</b></p> <p>Where in the world are Brazil, Chile and Argentina? We start the year off by taking a trip around our class country, exploring the key human/physical features, comparing it to the UK and finding it on a map. As well as this, we will be considering what makes our class country so special. We will not only be sharing this with the other year 5 classes, but also some of our members of SLT. Through our art, geography and English lessons, we find out more about the culture of the country and unpick our enquiry question.</p>	<p><b>Art</b></p> <p><b>Love, respect and courage textiles.</b></p> <p>The children will be learning about our three values of love, respect and courage and then thinking about how they can show this through art. We will learn about different key textiles terminology such as weaving and how this can be incorporated into our Art. Our plan is that the children will create a square of fabric, which shows our school values. These will then be sewn together to form either a cushion or a throw for our book corners.</p>	<p><b>Geography</b></p> <p><b>Continent Study—South America</b></p> <ul style="list-style-type: none"> <li>• Locate the countries on a map, globe and atlas.</li> <li>• Find the key physical/human features, major cities and environmental features of the country on a map.</li> <li>• Understand the similarities and differences between the UK and South America.</li> </ul>	<p><b>Music</b></p> <p>We will be learning to sing in tune; find the beat in a piece of music; and discuss similarities and differences in pieces of music and explain how composers and performers</p>	<p><b>ICT</b></p> <p><b>E-safety</b></p> <p>The children will learn how to:</p> <ul style="list-style-type: none"> <li>• Protect their password and other personal information;</li> <li>• Be a good online citizen and friend;</li> <li>• Seek help from an adult when they see something that is unexpected or worrying;</li> <li>• Discuss scenarios involving online risk.</li> </ul>
<p><b>Wider Curriculum</b></p> <p><b><u>Courageous Advocacy</u></b></p> <p>We will be writing to the Embassy of Brazil to explain why we are in strong disagreement with deforestation. We will be inspired by the work of Greta Thunberg who has been influential in the change of government policies.</p>	<p><b>Year 5</b></p>			<p><b>Enrichment Opportunities</b></p> <p>We will focus our third week of term on the Pilgrimage of Saint James and we will carry out our own pilgrimage and reflect on the importance of pilgrimages to Christians.</p>
	<p><b>Autumn 1</b></p>	<p><b>South America</b></p>		<p><b>Vocabulary</b></p> <p><b>Geography</b> - physical features, climate, human geography, land use, settlement economy, natural resources. Amazon rainforest, deforestation, conservation.</p>
<p><b>Taking Risks!</b></p> <p>We will be considering what makes our class country so special. A few children from each class will then be presenting to the year group and members of the senior leadership team why they should choose to visit their country over the others. Members of our leadership team will share their views on who was the most convincing and therefore the country they would visit.</p>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Noticing cognates and near cognates in the text and recognising some previously known words. Using a dictionary resource to research the meaning of relevant vocabulary.</li> <li>• Recognising and sorting nouns by gender and number, and ability to explain the effect this may have on an adjective.</li> <li>• Confidently modifying the original sentences, using the correct articles/pronouns (un/une and il/elle) according to gender.</li> <li>• Unscrambling jumbled sentences without any errors in word order. Recognising rules of agreement in longer phrases. Producing a short, structured paragraph .</li> </ul>	<p><b>R.E</b></p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>• Show how Christians put their beliefs into practice in worship.</li> <li>• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul>	<p><b>PSHE</b></p> <p>To start off Year 5, we will be creating our learning pits so that we could understand that it is ok to find our learning difficult sometimes and how we might feel at each point.</p> <p>We will then move onto learning about rights and responsibilities including opinions, difficult conversations and health / wellbeing.</p>	<p><b>Food for Thought!</b></p> <p><i>Topics/Questions you might talk about as a family....</i></p> <p>Is cutting down trees always bad?</p>

# Year 5

## Autumn 2

## World War 1

### English



Throughout our second half term, most of our writing will be based around the theme of WW1. We will begin by writing poetry which will be used for a display at St James Church. As well as this, we will also be producing a letter home from the viewpoint of a soldier in the trenches and a biography about a musician who performed during this era.

### Spelling and Phonics

We will be continuing to look at the Year 5 and 6 Spelling words during our Spelling lessons. We will also be consolidating the Year 3 and 4 spelling words on some occasions. The Year 5 and 6 words have been put on Spelling Shed for you to practise too!

For some ideas for practising spelling, try:  
<https://philandjim.org.uk/wp-content/>

### Reading

This term we will be reading around the theme of World War 1. We will read War Games, World War 1 poetry and the story of Malala Yousafzai. To improve our confidence and attainment in Reading, we will structure our learning around the VIPERS with a special emphasis on summarising and inferring.

### Reading at Home

*These are some books you can read together that will help them with their learning in school.*

Much of our focus will be based around the story 'War Game'. However, any historical readings which you could carry out around

### Arithmetic

In Arithmetic, we will be spending time consolidating prior learning such as multiplying or dividing mentally and practicing our times tables. We will also be learning how to use our times table knowledge and apply this to other areas of maths.



### Maths

#### Multiplication and division

In this unit, the children will be looking at multiples, factors, common factors, prime numbers, square numbers, cube numbers, multiplying by 10, 100 and 1000, dividing by 10, 100 and 1000 and multiples of 10, 100 and 1000. Again, the children will be exposed to a number of reasoning and problem solving questions to help consolidate their understanding.

#### Fractions

When we learn about fractions, we will be recapping our previous learning of equivalent and simplifying fractions. We will then move onto adding and subtracting fractions using the same and different denominators. We will also be applying our new knowledge to reasoning problems and greater depth challenges.

#### How can you support at home?

Talk about numbers in real contexts! Try to use subtraction in very day life. Can you work out how much change you will get when shopping? Can you work out the difference between two prices? What is the time now? What will the time be in hours?

<p><b>About the Topic!</b></p> <p>Within our learning, our focus will be based around our theme of WW1 and considering whether it was as good for society as bad. We will be having an enrichment day to learn about how the war impacted the lives of those who experienced it. We will also be linking this to our art, writing and reading topics to dive deeper in the experiences of these individuals.</p>	<p><b>Art</b></p> <p><b>WW1 silhouette art</b></p> <p>In Art we will be creating silhouette art inspired by WW1. The children will learn to offer feedback using technical vocabulary; think critically about their art and design work; design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding.</p>	<p><b>History/ICT</b></p> <p><b>The First World War Local History</b></p> <p>In order to support our writing and reading journeys, we will be learning about the First World War and focusing on the lives of people in Hampshire. We will use our ICT skills to carry out our own research and retrieve key information from this period.</p>	<p><b>Music</b></p> <p>We are extremely lucky to be learning recorders as part of the Wildern music outreach programme.</p>	<p><b>Science</b></p> <p>In Science we will learn all about forces, air and wind resistance, friction, levers and pulleys. To make the children work scientifically we will aim to increase their independence, decision making skills. Children will use a range of scientific equipment to take measurements. Finally, children will draw sensible conclusions from their results and observations.</p>
<p><b>Wider Curriculum</b></p> <p><b><u>Courageous Advocacy</u></b></p> <p>Embracing peace around the world. The children will learn and perform a song about peace.</p>	<p><b>Year 5</b></p>			<p><b>Enrichment Opportunities</b></p> <p>We will be recreating the experience of being in the trenches and 'going over the top'.</p>
<p><b>Taking Risks!</b></p> <p>Some of the children will read their poems to the community at Saint James Church.</p>	<p><b>French</b></p> <p>Year 5 will continue to build their French language skills by learning about numbers, calendars and dates. They will have an opportunity to practice their language skills with each other in lessons and apply these words/phrases to conversations in class.</p>	<p><b>R.E</b></p> <p><b>Incarnation (understanding Christianity)</b></p> <p>In RE we will be looking at incarnation. Through this, the children will be able to explain the place of Incarnation and Messiah within the 'big story' of the Bible. Explain connections between biblical texts and show how Christians put their beliefs about Jesus' Incarnation into practice when celebrating Christmas. They will also weigh up how far the idea that Jesus is the Messiah - a Savior from God - is important in the world today and, if it is true, what difference that might make</p>	<p><b>PSHE</b></p> <p>This half term will focus around different relationships with those around us. We'll be considering how to work and live in collaboration with one another and identifying how to keep healthy relationships with friends and family .</p>	<p><b>Food for Thought!</b></p> <p><i>With Christmas on the horizon, we will spend time making sure the children are ready for the holiday season. As a Church of England school, the story of Christmas will be at the centre of everything we do.</i></p>
<p><b>Autumn 2</b></p>		<p><b>World War 1</b></p>		<p><b>Vocabulary</b></p> <p>Trenches, war, love, loss, peace, military, victory, defeat, propaganda, armistice, nationalism, western front, over the top</p>
<p><i>Was WW1 as good for society as bad?</i></p>				