

Welcome To Year 5

A warm welcome to Autumn term from the Year 5 staff here at Oakfield, we are so pleased to be teaching your children.

The Year 5 team this year are class teachers, Mrs Davidson –5D, Mrs McCormack and Mr Thompson– 5M and our teaching assistants are Mrs Berridge, Mrs Pearson, Miss Faulkner and Miss Jeavons.

We are truly excited for this term, the children are starting to settle into the new weekly routine and enjoying the Year 5 curriculum so far. We look forward to working together to develop their understanding.

Year 5 Key Information

The school day begins with a soft start from 8.40am, with registration at 8.50am. Year 5 finish at 3.30pm.

P.E. PE will be on a Wednesday (5M only) and a Friday (both classes). Children come into school wearing the correct PE kit of a white t-shirt and black shorts on these days. No jewellery please for PE.

Swimming is on Wednesday afternoon for 5D only. Children will come to school in PE kit with their school Hoodie/Jumper. To help stop children becoming too cold after swimming, could children bring in a warm hat and a coat to wear for their return back to school, especially as the weather gets colder. No jewellery please for swimming.

Home Learning

Reading Pupils will bring a school reading book home every day from next week. Please can this be returned **daily** as the book is used daily in school. All Children have their own log in for Reading Plus which can also be accessed at home.

Spellings Spellings are set on a Wednesday, to be revisited in school the following Monday.

Maths and English This homework will be set in their CGP workbook on a Friday, to be completed by the following Friday.

Times Tables Rock Stars Each pupil has their own TTRS log in. They will get most benefit from at least 3, 10 minute sessions a week.



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How can you help at home?

In Maths, we are working on explaining our thinking, and revising the key concepts covered. So talking through problems given and getting your child to tell you how they solved a calculation would be an excellent way to support their learning.

We would appreciate if you could explore the spelling list for year 5 with your child at home, by not only discussing the spelling rules, but also the meaning of the words; this will enable the children to learn to use them in context. These spellings can be found in their home learning books.

The children are also asked to continue to practise their times tables and read at least 3 times outside school. Please update their new online reading records weekly, if you have time, when you hear them read and enjoy their books with them! We aim to instil a lifelong love of reading in all children!

Year 5 Curriculum Coverage

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As mathematicians, we will develop a growth-mindset attitude to learning maths. We support the diversity of learners by using varying representations, apparatus and problem-solving. We will learn that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. Pupils will reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. Pupils will consolidate knowledge of place value, learning that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Then, pupils will build upon this knowledge and learn that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Pupils will be able to recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places. Pupils will apply their place-value knowledge to known additive and multiplicative number facts. Pupils will know composition and calculation of tenths, hundredths and thousandths. We will use real-life examples and learn how add and subtract amounts of money including decimals.

In **Computing**, we will create our own databases as well as querying existing databases to find information that we are being asked for. By the end of the unit, we will have explored single and multiple table databases to solve problems. After half term we will learn about the world of gaming. We will design and make our own 3D maze adventure game using the 2DIY3D tool, assessing the effectiveness of our own and other's creations. In internet safety assemblies, we will explore self-image and identity, online relationships and our online reputation.

As a Linguist, we will develop our understanding of spoken and written English. Using the 'Talk for Writing' strategy, we will focus on a range of written genres, including: fiction, non-fiction and poetry. This term, we will be first 'imitating' (orally learning 'off by heart') short extracts from a range of fiction, non-fiction and poetry genres, examining the structure, punctuation and the language. Your child should be able to recite the poem/or piece of prose we are working on and perform the actions too! This will give us an embedded model to work from which will allow us to 'innovate' and create our own shared writing. As we build in our knowledge and confidence from working together, we will then write independently. As we analyse the writing we are studying, we will create a 'toolkit', a list of things that a piece requires to be successful. We will use this to guide our shared and independent writing. We will be doing lots of editing and redrafting as part of this process. We will be really deepening our understanding of the texts using drama and playing lots of word and sentence games. Children will learn to read as a reader and write as a writer! In these early stages of year 5, we will build and extend on previously learnt skills such as: similes, complex sentences including relative and subordinate clauses, repetition, adverbial phrases and onomatopoeia. Alongside this curriculum, we will be reading a range of class novels, with a focus on different cultures and backgrounds.

As a Scientist, we will learn about world-renowned male and female scientists (from different multi-cultural backgrounds) from past and present. We will discuss their character traits and explore how they had ambition to succeed. We will explore careers in science and discuss the skills and attributes required. We will be developing our curiosity by introducing a diverse range of inspirational scientists. First, we will investigate the life cycles of plants, mammals, amphibians, birds and insects. Through student-led enquiry focuses we will monitor the life cycles of various creatures. The monitoring and conclusions of these investigations will allow the students to compare the differences and similarities between the variance of life cycles in the world. Once the students evidence a grasp of these concepts, we will continue to develop students' understanding of plant and animal reproduction. Later on in the term, we will learn about properties and changes of materials. This includes: separation by evaporation; filtering and sieving; dissolving mixtures and changing of state.

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Our study of a **Modern Foreign Language** takes us to China, where we will learn about cultural differences between China and the UK. We will chant, play games and sing songs to help us remember words, phrases and sentences. We will revise Chinese greetings, say the names of countries, days of the week and colours; and count to 20.

Within P.E, students will be given the opportunity this term to develop their character, through work in a team in invasion games and choreographing partner work in gymnastics (5).

The focus within this first half term will be to increase each child's understanding of a complex invasion game: football. Students will become increasingly able to use ball skills whilst understanding and playing within a team and within a competitive game structure. Students' second PE session of the week (5D) will be swimming where they will continue to develop skills in each of the key strokes and learn water safety.

As Historians, children will investigate the question 'were the Vikings raiders, traders or something else?' Pupils will explain where the Vikings came from and the reasons why they invaded Britain. They will study the importance of Viking trading routes and will develop historical skills such as investigating sources and making inferences. Pupils will evaluate the importance of Viking achievements.

As Geographers, children's interest will be sparked in geography and their knowledge broadened of their place in the UK, Europe and the wider world through an enquiry based approach. We will be studying the Alps, locating the continents, various European countries and the Alps on the world map; finding out which countries the Alps span. We will also be locating and describing some of the key physical and human characteristics of the Alps. Children will have an opportunity to research and describe the physical and human geography of a small region of Europe and consider why tourists visit this region of Europe.

Within R.E. we will explore why Christianity does not look the same around the world. We will observe varied examples of religions and worldviews in order to thoughtfully discuss and present their own and others' views on questions about belonging, meaning, purpose and truth. We will be learning about why people have to stand up for what they believe in, what freedom looks like and how beliefs have changed in the past.

As Global Citizens, we will develop an understanding of families and relationships. We will describe what qualities a good friend and recognise that friendships have ups and downs and this is normal. We will understand what marriage is and know that it is a choice people make. We will understand that stereotypes exist and these can lead to discrimination. After half term, we will learn about health and wellbeing. We will learn how to take greater responsibility for sun safety, sleep, healthy eating and managing feelings.

As Musicians we will We will be exploring composition notation using Ancient Egypt as the theme. We will be singing in time and in tune with other people and the backing track. We will identify the structure of a piece of music and match this to non-standard notation. We will perform with confidence and in time with others. We will compose and play a melody using stave notation and use hieroglyphic notation to show the structure of their piece. Then we will be introduced to the Blues and its history. We will sing in tune with vocal expression and play the notes of the blues scale in the correct order, ascending and descending using a glockenspiel.

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In Design Technology, we will study mechanical systems of gears and pulleys. Pupils will be able to give examples of machines that use gears and/or pulleys, they will also be able to describe how they work and their purpose. Following a detailed design process including some market research and feedback, pupils will design and make a gear and pulley system. They will evaluate their product against their design criteria, provide useful feedback and incorporate changes to their design.

As artists, We will explore mark making for showing depth, emotion and movement. Use various types of lines to emphasise emotion or draw attention. We will explore how artists have shown emotion. We will use colour and line to convey emotion or movement in their sketch. We will design a print, considering the composition carefully. We will use a combination of marks to create tone and depth, create an effective printing plate and reflect and improve their sketchbook experiments and final work.