



# Hiltingbury Junior School

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## YEAR 5

AUTUMN TERM  
2018-19

## **English**

In the Autumn Term, the children will have the opportunity to write their own suspense stories, using video clips to support their understanding of how suspense can be built up. Throughout this unit, the children will have the opportunity to write both independently and with a partner. To finish the unit, children will record their suspense stories to music and these will be shared across the year group.

Within our non-narrative writing, the children will plan, compose, edit and refine short factual reports. They will learn the skills of grabbing and retaining a reader's attention through exploring and analysing newspaper reports. They will then be able to apply those skills to write their own reports based on the events of Apollo 13, which links to our Earth & Space topic in Autumn 2. They will also study a variety of information texts on the same theme and identify features of successful examples in order to be able to write their own to share with younger children.

## **Poetry**

They will study the poem, 'The Listeners' by Walter de la Mare and use this to inspire their own descriptive writing. The children will conduct an unusual vocabulary hunt to help them understand some of the trickier words and concepts and drama will also be used to help children visualise the events within the poem and empathise with the character, exploring their thoughts and feelings. The children will share their final piece of writing with the Year 4 children.

## **Grammar and Punctuation**

We shall be covering: -

- Complex sentences with a focus on clauses and connectives.
- Organising paragraphs around a theme, including the construction of an opening sentence to introduce the theme
- Using expanded noun phrases to convey complex information concisely
- Language investigation e.g. prepositions.
- The language conventions and grammatical features of different types of text e.g. information texts.

## **Spelling**

Children will follow the spelling guidance from the new curriculum. New guidelines include lists of statutory root words with spelling rules and conventions that link to those root words. The time spent on a spelling rule will vary and rules covered will include revision of those explored in previous years, in accordance with the requirements depicted in the new curriculum.

The children will be encouraged to identify their own spelling mistakes in written work. They will also:-

- ❖ Use a variety of spelling strategies e.g. sound out, individual dictionaries, spelling patterns, look, cover, write, check
- ❖ Develop vocabulary by examining groups and alternatives
- ❖ Experience different methods for learning spellings to appeal to a variety of learning styles e.g. visual, kinaesthetic, auditory etc.
- ❖ Have practice with using dictionaries and thesauri

Vocabulary extension will entail using dictionaries efficiently to explore spellings, meanings, and derivations, using alphabetical order, abbreviations and definitions. Children in Year 5 will use 'magpie' books to record interesting words and phrases from their reading. They will be encouraged to try these out independently in their own writing.

## **Focus on extending children as readers**

The children will continue to be encouraged to read a variety of books, keep their own reading records, reviewing and discussing the books they read. They should become sufficiently

confident and independent to reflect upon their reading progress and identify areas for future development.

In addition to these units, as part of the new curriculum, the following work will also be undertaken:-

- Whole class reading lessons
- Reading activities
- Weekly spelling & handwriting
- Developing speaking and listening skills

## **Mathematics**

The daily maths lesson will help the child become strong in all the skills of numeracy. Throughout Year 5, your child will be tackling the following mathematical skills:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Solve number problems and practical problems that involve all of the above
- Add numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition multi-step problems in contexts, deciding which operations and methods to use and why
- Subtract numbers mentally with increasingly large numbers
- Subtract whole numbers with more than 4 digits, including using formal written methods
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Compare and order fractions whose denominators are all multiples of the same number
- Multiply numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method including long multiplication for two digit numbers
- Multiply whole numbers and those involving decimals by 10, 100 and 1000
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Divide whole numbers and those involving decimals by 10, 100 and 1000
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Identify 3D shapes, including cubes and other cuboids, from 2D representations
- Read and write decimal numbers as fractions (for example,  $0.71 = 71/100$ )
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Solve real life problems involving the above.
- Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with the denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of multiple of 10 or 25.

- Solve problems involving converting between units of time.
- Complete, read and interpret information in tables, including timetables.

## **Science**

In Autumn 1, the children will be focusing on Forces, including gravity, friction, water resistance and air resistance. They will be carrying out practical activities to investigate these forces and exploring their effects.

In Autumn 2, our topic is Earth and Space where the children will learn about the Sun, Moon and Earth and develop an understanding of day and night, the four seasons and the Moon's phases. The Sun and the planets making up our Solar System are investigated, along with the other stars in their constellation.

## **History**

We will be learning about who the ancient Maya were, where they lived and their place in the timeline of history. We shall be exploring their customs, belief systems, social rituals, games and education. We shall also discover what happened to the ancient Maya and compare the past with the Maya today. Through this historical study our focus will be the significance of a civilisation, including why we study the Maya in history and the reasons for their expansion.

## **Geography**

Our first geography unit will start in the Spring term.

## **Design Technology**

In Autumn term, the children will undertake a sewing project to design, make and produce their own Mayan-inspired costume. Through this, they will learn the skills of pattern making, pinning and stitching.

## **Art & Design**

In the second half of the Autumn term, children will study the artist Kim Poor and use layering techniques to build up their own designs in his style.

## **Computing**

Our ICT suite continues to provide an excellent facility for all Year 5 children, to experience and develop their computing skills. In line with the new curriculum for computing, children will be learning about what a network is and how it works. They will complete an e-safety assignment to develop their knowledge of safe use of the internet and they will have an opportunity to explore google classroom and google drive.

## **Music**

Pupils' understanding and enjoyment of music is developed through activities that bring together requirements from performing, composing, listening and appraising. Children will undertake these activities within different units of work which focus on a variety of musical elements and skills and which link to our topics of The Maya and Earth and Space. In the first half of the Autumn term, the children will explore Holst's Planet Suite and after half term, they will learn about the rondo form as part of our study of the Maya.

## **French**

In the Autumn term, children will be learning to talk, listen and respond, read and write about their likes and dislikes in terms of music genres. They will learn the core verbs 'aimer' and 'jouer' as they begin to discuss which instruments they play themselves and which they like. They will also

look at the core structures of 'c'est' and 'ce n'est pas'. To support their language learning strategies, they will be encouraged to utilise bilingual dictionaries.

## **Physical Education**

The children continue to participate in games, gymnastics and athletics. We have games on **Fridays** and play hockey and netball in the Autumn term. We have indoor PE in the hall on **Wednesdays**. In the Autumn term, indoor PE will focus on cardiovascular exercises, where the children will learn a variety of moves to support fitness and use and combine these to build sequences and workouts for themselves. They will also look at body movement of curling and stretching in gymnastics.

For all these activities, children must bring to school and wear the appropriate kit as described in the school prospectus. For your information lessons occur on these days: -

<b>Games</b>	<b>Friday</b>
<b>Hall Sessions</b>	<b>Wednesday</b>

## **Religious Education**

Our RE curriculum is based on the Living Difference curriculum devised by Hampshire. The content is focused on teaching concepts and in Year 5 we explore these concepts through Christianity and Islam. Our core concepts during the Autumn term are:

- **Light and Dark** – exploring Christians' view of Jesus as the Light of the world and associated symbolism
- **Prophecy** – exploring what prophecy is and its role within Christianity

## **PDL (Personal Development and Learning)**

- RRR
- Who Decides? – Children will be supported to give their opinions on issues with reasons, reflect on why they feel that way. Children will challenge stereotypes and demonstrate an ability to empathise with others.
- Risks and pressures – Children will begin to understand that pressure to behave in a risky way can come from a variety of sources. They will explore ways to ask for help and use basic techniques for resisting pressure to do wrong.

## **Visits/Visitors**

We hope to have a visitor to come in and talk to the children for World Space week, linked to our Earth & Space topic. The children will experience a full day's program of events and activities, including an IMAX show, studying meteor rocks and learning about satellite communications.

To link to our Mayans history unit, we will also have a special themed day in the Autumn term where the children will dress as Mayans and learn more about their customs and practises!

## **Homework**

During Year 5 children will continue to benefit from support at home with the practising of spelling and spelling rules (as above), times tables and daily reading. In addition to daily practise of these crucial skills, Year 5 children also receive a 30 minute weekly task. This is always linked to an area of our curriculum in order to reinforce and support the learning happening in the classroom. Please see the homework booklet and homework letter (issued to parents/guardians in September) for further information.