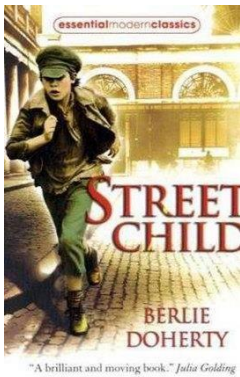


Curriculum Information - Year Five - Autumn 2

Class text



The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes.

When his mother dies, Jim Jarvis is left all alone in London. He is sent to the workhouse but quickly escapes, choosing a hard life on the streets of the city over the confines of the workhouse walls.

Struggling to survive, Jim finally finds some friends... only to be snatched away and made to work for the remorselessly cruel Grimy Nick, constantly guarded by his vicious dog, Snipe.

We will be using this text to support our writing this half term. Our writing opportunities are:

- Biography
- Informal letter
- Showing character through dialogue

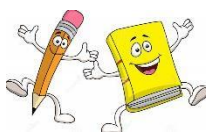
RE



Baptism: Be able to reference Gospel accounts of the Baptism of Jesus. Be able to describe, sequence and explain many of the signs, symbols and actions in the Sacrament of Baptism.

Advent: Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. They will know and discuss the messages of those who have proclaimed the coming of Christ.

English



Biography - Dr Barnardo, Victorian Street Child

- Verb prefixes (bi, dis, de, mis-, over-, re)
- Introduce the use of relative clauses
- Use an impersonal tone
- Explore devices to build cohesion within a paragraph (then, after, that, this, firstly)
- Begin to adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs
- Use past perfect and past progressive verb forms
- Use brackets, dashes and commas to indicate parenthesis

- Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both
- Use of commas to clarify meaning or avoid ambiguity
- Use relevant and engaging headings to organise chronological

Informal letter - from one of the children in Street Child

- Use modal verbs to indicate degree of certainty, adverbs of degree
- Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.
- Use devices to build cohesion within a paragraph (then, after, that, this, firstly)
- Use of adverbs of time (soon, later, after), place (nearby) to link ideas across paragraphs
- Tense choice to link ideas (perfect and progressive forms, simple past & present tense)
- Use brackets, dashes and commas to indicate parenthesis within an informal context.

Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both

- Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader
- Recap and use commas to clarify meaning or avoid ambiguity

Showing character through dialogue- Street Child

Use hot seating to explore different characters' points of view.

- Orally re-tell the events at the Care Home from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.
- Use adverbs and adverbial phrases to link paragraphs
- In writing, portray events happening simultaneously (Meanwhile...)
- Explore how pace can be varied by using direct and reported speech.
- Use dialogue to build character.
- Develop characterisation by 'showing' the reader, not telling
- Practise using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs
- Use brackets, dashes or commas to indicate parenthesis within a narrative context.

Maths



Multiplication and division

- 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 (non-prime) numbers
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Fractions

- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]
- compare and order fractions whose denominators are all multiples of the same number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]




It is vital that Y5 can recall number bonds to 10, 20 and 100 rapidly as well as their times tables up to 12×12 . Please support your child in practising these at home- all children have access to Times Tables Rockstars to do this and their logins are in their Reading Diaries.




Science




Properties of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

	<ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
<p>History</p> 	<p>Was life in Stoke on Trent better for wealthy or poor children during Victorian times?</p> <ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Children will study the lives of children in Victorian Stoke on Trent- specifically looking at records from St Mary's. • Know how the lives of wealthy people were different from the lives of poorer people during this time. • Children will know how the lives of Victorian children in Stoke on Trent were different based on their social class.
<p>Design and Technology</p> 	<p>How can I adapt my pizza recipe for purpose?</p> <ul style="list-style-type: none"> • Begin to understand seasonality of foods. • Understand food can be grown, reared or caught in the UK and the wider world. • Describe how recipes can be adapted to change appearance, taste, texture, aroma. • Use range of techniques such as mixing, kneading, rolling and baking. • Prepare and cook a seasonal dish safely and hygienically. • Accurately weigh, measure and combine ingredients. • To independently put safety and hygienic methods into practice. • Present product well - interesting, attractive, fit for purpose. • Suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome. • Children to adapt plans based on obstacles that arise in creation • Children to self-assess and peer assess each other's work and produce a basic evaluation with guidance.
<p>Computing</p> 	<p>Online safety</p> <ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour.

	<ul style="list-style-type: none"> • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
<p>French</p> 	<p>Space exploration in French</p> <ul style="list-style-type: none"> • Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. • Write their own metaphors using a writing model, replacing nouns with original vocabulary. • Make the correct choice of un/une for gender and add colour adjectives when writing. • Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. • Adapt a model text to create an original sentence of their own, including descriptive phrases.
<p>PE</p> 	<p>This half term, year 5 will have Swimming on Tuesday afternoons. Children will need their swimming kits and if they need goggles a letter must be sent into school.</p> <p>We will also have a PE lesson so PE kits need to be in school.</p> <p><u>Health Related Exercise</u></p> <p>Y5 will continue to learn about the different types of physical fitness and how to train/exercise to ensure progress in each type of fitness. They will also learn how to assess their own physical performance so that they successfully evaluate areas to develop.</p>
<p>Music</p> 	<p>Music continues to be taught by Mrs Amison for 30 minutes every Wednesday.</p>

<p>PSHE</p> 	<p>How can we celebrate our differences?</p> <p>This half term we will be learning about different cultures, what is racism, rumours and name calling, types of bullying, if money matters, and how we can celebrate differences across the world.</p>
<p>Homework</p>	<p>Children will continue to receive daily Maths and Literacy homework, which is to be completed each night. On Thursdays, children will receive one piece of either Maths or English homework plus one piece of homework linked to a foundation subject (Art, Science, MFL, Computing, Music, Geography, History etc). This will be due in on the following Tuesday.</p> <p>Children are expected to read at least 3 times a week and have their diary signed by an adult.</p>