

**Parent Information Sheet - Year 5**  
**Autumn Term 2023**  
**Mr. Mann**

**Introduction**

Hello and welcome to year 5. Here is an overview of what we have planned for the Autumn term, which outlines the subject curriculum we will be covering, along with the skills the children will be applying. My name is Mr. Mann and I will be working alongside Mrs. Mulliner, a talented and experienced teaching assistant, to deliver engaging and informative lessons this term. If you do have any questions, please don't hesitate to ask.

**Reading**

**Overview**

Children will be reading a range of texts from a variety of different genres. They will use texts to find information and understand how to use different features of non-fiction texts such as contents, indexes and glossaries. Children will answer a range of comprehension questions of increasing difficulty.

**Knowledge**

- To know how to make comparisons within and across books
- To know the difference between a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- To know how to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- To cement knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

**Skills**

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Writing**

**Overview**

Children will have more exposure to high quality texts which provide plenty of writing opportunities and understand different styles of writing. We will be covering the following text types:

- **Narrative poetry**
- **Recount – diary**
- **Free verse poetry**
- **Traditional tale**

**Knowledge**

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)

**Skills**

- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

	- Noting and developing initial ideas, drawing on reading and research where necessary
<b>Grammar Spelling and Punctuation</b>	
<b>Knowledge</b>	<b>Skills</b>
<p>This term, we will be consolidating previously taught features to ensure they are secure whilst learning new grammar, punctuation and spelling rules. We will be focusing on:</p> <ul style="list-style-type: none"> <li>• Converting nouns and adjectives into verbs</li> <li>• Verb prefixes</li> <li>• Relative clauses</li> <li>• Adverbs</li> <li>• Brackets, dashes and commas</li> <li>• Homophones, words ending in –able and –ible and year 5/6 spelling words</li> <li>• Spell some words with ‘silent’ letters</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to distinguish between homophones and other words which are often confused</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>- Use further prefixes and suffixes and understand the guidance for adding them</li> <li>- Use dictionaries to check the spelling and meaning of words</li> <li>- Using the perfect form of verbs to mark relationships of time and cause</li> <li>- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>- Converting nouns or adjectives into verbs</li> <li>- Devices to build cohesion, including adverbials of time, place and number</li> <li>- Using commas to clarify meaning or avoid ambiguity in writing</li> <li>- Using brackets, dashes or commas to indicate parenthesis</li> </ul>
<b>Mathematics</b>	
<p><b>Overview</b></p> <p>We will be covering the Year 5 programme of study for mathematics which includes:</p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Number and place value</li> <li>- Addition and subtraction</li> <li>- Multiplication and division</li> <li>- Fractions</li> <li>- Decimals</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- Properties of shape</li> <li>- Position and direction</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- Mass</li> <li>- Time</li> </ul> <p><b>Problem solving and reasoning will be further developed through investigative activities</b></p>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>- Negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>- Add and subtract numbers mentally with increasingly large numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Solve number problems and practical problems that involve the knowledge acquired</li> <li>- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>- 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</li> <li>- Multiply and divide numbers mentally drawing upon known facts</li> <li>- 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</li> </ul>

## Science

### Overview

#### Properties and changes of materials:

We will be exploring different materials and their properties. Through experiments and investigations, children will have a better understanding of solids, liquids and gases around us. We will be investigating changes in materials and exploring reversible and irreversible changes in materials.

#### Forces:

We will explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object. We will identify the effects of air resistance, water resistance and friction that act between moving surfaces and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Knowledge

- Describe reversible and irreversible changes
- Understand what a soluble material is and give examples
- Identify solids, liquids and gases

### Skills

- Compare materials based on their properties
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- Using test results to make predictions for further tests
- Identify scientific evidence that has been used to support or refute ideas.

- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
- Know that the Earth's gravitational force causes objects to have weight, and that gravity pulls objects towards the centre of the Earth.
- Know that friction is the force that acts as resistance between two objects when moving over one another.
- Recognise that when an object is at rest the forces are balanced.

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables
- Use a Force meter accurately
- Recording data and results using appropriate means i.e. diagrams, classification keys, tables and graphs
- Carry out an experiment to test my predictions, recording my results using a stopwatch and using evidence to draw conclusions.

## History

### Overview

In History, will we be rewinding the clock to 1914 and investigating elements that led to the start of World War 1. We will explore what life was like on the Western Front and find out about the advancements of warfare that occurred during WW1. We will understand the involvement of not only humans, but animals and finally how it came to an end and the aftermath which followed.

### Knowledge

- Answer questions about the past selecting information from a wide range of sources.
- Talk about and give reasons for an event being interpreted in a range of different ways.
- Describe a range of different features of key historical events.
- Talk about the impact of events on different groups within society at that time.
- Name the countries within the Central Power alliance
- Understand why the Battle of the Somme was significant

### Skills

- Identify different ways in which people have represented and interpreted the past.
- Describe changes that have taken place within and across historical periods.
- Use historical terms effectively to describe periods within history.
- Identify and describe features and characteristics of past societies.
- Use a range of sources of information to find out about significant historical people from a key historical period
- Compare and contrast a range of information about a significant historical person.

## Geography

### Overview

This is the second year following this exciting Geography curriculum which is all about the Grand Canyon. Children will take a flight over to America to locate the Grand Canyon and identify human and physical geographical features. They will find out about different biomes and consider the types of settlement and land use in and around the Grand Canyon.

### Knowledge

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

### Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

## Art

### Overview

Children will be investigating self-portraits by a range of artists, use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

### Knowledge

- Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.
- Create light and dark tones.
- To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing

### Skills

- Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.
- Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.
- Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.
- Create a composition showing more than one figure.
- Mix paint and other materials to create detailed patterns and textures.
- Use a wide range of painting techniques to create different effects.

## Design and Technology

### Overview

After half term, the children will build on their knowledge of how to incorporate electrical circuits into products from Y4. They explore how circuits can be adapted to suit different purposes, explore series circuits and recreate one. They then apply this knowledge to design and create an electronic "doodler", a device which can be used to create artwork. This device will then be modified and reconfigured to investigate the resulting differences in form and function.

### Knowledge

- Identify simple circuit components (battery, motor and switch) with a basic explanation of their function.
- Explain how to build and integrate an electrical system as part of my product.
- Identify and list the materials, equipment and circuit components required to build a product.
- Explain the steps required to assemble my product.

### Skills

- Create a functional doodler that creates scribbles on paper with, or without a switch
- Remove and replace different parts of a Doodler, as part of a team
- Suggest ways to switch the configuration of the Doodler to amend the form and function.

Religious Education	
<p>We will be exploring and answering the following question this term:</p> <p><b>What is the best way for a Hindu to show commitment to god?</b></p> <p>Children will show an understanding of why people show commitment in different ways and be able to describe how different practices enable Hindus to show their commitment to God. They will understand that some of these will be more significant to some Hindus than others and have plenty of opportunities to express their thoughts.</p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>- Represent the views of others about meaning, purpose and truth</li> <li>- Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</li> </ul>	<ul style="list-style-type: none"> <li>- Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair</li> <li>- Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities</li> </ul>
Modern Foreign Language	
<p><b>Overview</b></p> <p>During this term, we will revisit some of the core language we have learned over the last two years, learning and building on that to include extended feeling phrases. We will also learn to speak about another person in the third person. In addition, we will learn nouns for school subjects and to give opinions of school including a reason to extend.</p> <p>After half term, we will revisit and extend our knowledge of places in a town and explore a French city. We will design a city of the future and become tour guides.</p>	
Knowledge	Skills
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- demonstrates awareness of different uses of articles in English and the target language and beginning to apply this</li> <li>- usually secure with use of singular and plural forms</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- asks and answers a variety of questions with support</li> <li>- expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you / don't you like?'</li> <li>- signals a problem, asks for help and gives additional details when asked e.g. can you help me? what with? number 2, the text, the dictionary</li> <li>- speaks using some complex sentences e.g. noun, adjectives, verb, adverbial phrase</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language</li> <li>- listens and understands the meaning of complex sentences made up of familiar language</li> <li>- follows the text of a familiar song or story with more detailed language and sings or reads aloud understands most of the words</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- reads and understands complex sentences e.g. noun, adjectives, verb, adverbial phrase</li> <li>- enjoys listening to / watching target language stories, songs etc.. and is able to pick out and understand familiar words</li> <li>- reads aloud confidently familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.) and some unknown cognates</li> <li>- demonstrates the ability to use cognates, logic and some grammatical understanding to decode the meaning of some new words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- writes some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold e.g. first letter cues for each word) with understandable accuracy</li> <li>- adapts a range of simple and complex sentences to create new sentences</li> </ul>

## PHSE

### Overview

Circle time activities: We will take part in circle time activities to explore and address any issues, which concern them.

**Celebrating differences:** We will understand cultural differences and the putting ourselves in their shoes, making sure we appreciate their experiences and are aware of the similarities.

### Knowledge

- Explain how actions of one person can affect another person.
- Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
- Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

### Skills

- Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place.

## Computing

### Overview

Children will be focusing on **online safety and spreadsheets** this term in computing. Children will have a greater understanding of online safety and their responsibilities in order to live in a happy online community. They will think critically about what they share online and have clear ideas about good passwords.

After half term, children will be exposed to spreadsheets and learn to create formula to make conversions, to analyze data, solve real life problems and come up with solutions that can be practically applied.

### Knowledge

- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- Understand the value of computer networks but are also aware of the main dangers
- Recognise what personal information is and can explain how this can be kept safe.

### Skills

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## P. E

### Overview

**Gymnastics** will take place every **Tuesday** afternoon with myself in the new hall and **Tag Rugby or Netball** every **Friday** afternoon. We have decided to split the class into two groups for our Friday session, in order for the children to get the most out of each session and to expose them to further sports. They will change sport after half term.

**Children need to come to school in their PE kits on Tuesday, and bring their PE kits on Friday.**

### Knowledge

- Know and understand the basic principles of warming up and why it is important for good quality performance.
- Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.
- Know and apply the basic strategic and tactical principles of various games and adapt them to different situations.
- Understand fully why exercise is good for their fitness, health and wellbeing.

### Skills

- Perform gymnastic/dance actions, shapes and balances consistently and fluently in specific activities.
- Choose and apply basic compositional ideas to sequences they create, and adapt them to new situations.
- Choose and use information and basic criteria to evaluate their own and others' work sometimes with the use of ICT.
- In games, use a small range of sending, receiving and travelling techniques in games, with varied control.
- With help, devise warm up and cool down activities and justify their choices.

## Music

### Overview

Children will explore the song 'Livin' On A Prayer' through listening, participating in musical activities, rhythm copying games and using instruments.

### Knowledge

- Compare, contrast and combine a range of musical genre.
- Compare, improve and perform an increasing range of melodies and songs with more than one part.

### Skills

- Sing with awareness of dynamics, phrasing and pitch control.
- Maintain an increasingly complex part in an ensemble or choral group
- Improve melodic and rhythmic phrases using a range of simple structures.
- Use musical ideas and structures to compose a score.
- Use musical notation and devices, **e.g. melody, and rhythms, chords and structure**, to create a score.

### Class Routines:

Please make sure your child has a **water bottle** with a sports lid them every day and a bag. Water bottles and lunch boxes must go home each night to be washed. Please make sure your child has the appropriate clothing for the weather and they have everything they need to have a successful day at school.

**Reading books** can be changed as soon as the children have finished a book. The children need to complete an Accelerated Reading Quiz when they finish each book. Children are responsible for keeping their reading records up-to-date; these are checked regularly and must be in school, along with reading books, **every day**. The expectation is that all children read daily and at least 3 times a week with an adult; **this must be recorded in their reading record**.

### How you can support

- Make sure your child knows where they are going at the end of the day
- Provide a letter if your child has your permission to walk home or walk to your car at the end of the school day
- Support and encourage your child to complete their homework
- Sign their homework diaries and reading records
- Inform the school office before 9.00am if your child will be absent from school
- Discuss Picture News at home
- Be punctual dropping off and picking up

### Adventures at Welford Booklets will be sent out on

Monday 6<sup>th</sup> November and should be returned on Monday 20<sup>th</sup> November

### Dates for your diary:

- **Kingwood Residential Trip:** Monday 2<sup>nd</sup> – Friday 6<sup>th</sup> October
- **Kingswood assembly:** Thursday 12<sup>th</sup> October
- **Year 2/5 Wright assembly:** Thursday 23<sup>rd</sup> November
- **Breakfast with Father Christmas and Children's Christmas Fair:** Friday 8<sup>th</sup> December
- **Year 5 Christmas assembly/concert:** Wednesday 13<sup>th</sup> December at 2:00pm

## Homework

### Homework will include:

Reading  
Spelling – **complete one activity from the grid at the front of their book which they find most useful to them in terms of learning spellings.**  
Mental Arithmetic books  
Times table practice

Homework will be set on **Monday** and is due in the following **Monday**.

The expectation will be written into your child's Homework Diary of what they are to complete.

**Please sign your child's Homework Diary every week – if necessary, leave comments in the given box.**

### Staying in touch

If you have any questions or query about your child you can contact me by:

- Popping a note in your child's homework diary
- At the end of the day at pick up
- Leave a phone message with the office which will be returned at the end of the school day



- Make an appointment through the school office
- Email the school office (not teacher email)

**Please do not use my teacher email to contact me.** Teacher emails are not intended to be used to communicate with parents as they are not regularly checked Teachers workload is very high and they are not expected to answer correspondence during their working day or outside their working hours. You may wish to phone or email the school office and your message will be passed on and responded to at the end of the school day.

Many thanks,

Mr. Mann