

Year 5 Half Termly Overview- Autumn 1

Welcome to Year 5

I hope you have all had a lovely summer break. It is my pleasure to be teaching Year 5 this year and I am very much looking forward to the year ahead. I hope this letter provides you with an overview of the learning that we plan to cover this half term. If you have any concerns or would like to discuss anything, please don't hesitate to get in touch. I am excited about the year ahead and look forward to working in partnership with you to help your child achieve their very best.

Mrs Green

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In Year 5...

We are very lucky to have Mrs Mackie working in Year 5 with us this year. She will be working in our class every day and she will be teaching the class all day Wednesday and Friday afternoons.

This half term our PE slot will be on a Tuesday afternoon. Please ensure that your child comes to school in the appropriate PE kit. We will always aim to do PE outside.

Homework

Homework activities will be set each Friday and it is expected that the children complete these by the following Friday. Often, homework will be set on Active Learn to link with the learning that has been covered in class - please ask your child to request their log in details if they are unsure of these. As part of their homework, we recommend reading for at least three times a week. Reading every day would be fantastic if you can manage it ☺. It would be great if the children could record in their reading records the reading that they have completed.

Maths

This half term we will be working on the following:

Unit 1: Place value. We will be exploring numbers with up to 6 digits, partitioning these and understanding the place value of the digits. We will be placing numbers on a number line and representing numbers using different equipment. We will be ordering and comparing numbers with up to 6 digits and rounding numbers. We will also be looking at the place value of decimal numbers, looking at tenths, hundredths and thousandths. Towards the end of this unit we will be describing and extending number sequences.

Unit 2: Addition and Subtraction. We will be developing our understanding of a range of mental strategies that can be used to calculate addition and subtraction calculations for whole numbers and decimal numbers. Within this unit, we will also be working on formal written methods, with the aim being for the children to decide which strategy is the most appropriate to solve given calculations.

Unit 3: Statistics In this unit we will be solving questions where the answer has to be inferred from a given data set. We will be looking at the purpose of different types of graph and identifying which is best suited for a particular data set.

Unit 4: Geometry We will be identifying different types of angles and measuring and drawing angles to the nearest degree.

English

This half term, our English unit will be based on the *Lion, The Witch and The Wardrobe* by C.S. Lewis. Within this unit, we will be working towards planning and writing a story based on an element of the plot. We will begin the unit by developing our reading skills, focussing on reading fluency, drawing inferences, exploring the meaning of words, using a dictionary, finding evidence and making predictions. As part of this unit we will also be writing our own non-chronological report. The inspiration for this will come from the mythical creature, Mr Tumnus. The children will be creating their own mythical creature and writing their own information page about this. The creature that they create will then feature in their own story. In order to write their own non-chronological report, we will be reading some examples and picking out the key features to be included. The children will also be focusing on developing the vocabulary that they will use to describe their character. The key writing skills that we will be working on as part of our grammar learning are as follows:

- Word class: adjectives, nouns, verbs, adverbs, conjunctions. We will be learning a word class poem to help us recall the different word classes.
- Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action.
- Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled.
- Use inverted commas and other punctuation to indicate direct speech, e.g. The tour guide announced, "Be back here at four o' clock."
- Use commas to mark clauses in complex sentences.
- Explore, identify, collect and use noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces.

Spelling

- Plurals
- Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique
- Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. Identify
- Spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.
- Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.
- The /ɹ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt
- Prefixes
- The suffix 'ous'

Geography: Our Geography this half term will focus on where around the world food comes from. Within this unit we will be covering the following:

- Different types of foods we eat in this class/area/country? Locate where our food comes from. Is it locally produced or is it from another country? Could it grow here? Support local businesses - why? Farm to table - field to freezer slogans
- What does Fairtrade mean? What does it mean to growers and farmers? Identify which foods are 'natural' and which are 'man-made' or processed.
- Explore which foods are grown and which are reared. Foods that are made up of other foodstuffs.
- How weather, climate and soils influence the type of foods grown. (*Relate to world biomes.*)
- How our food gets to us. How food is transported. How many miles it travels? How does it stay fresh? The meaning of reducing carbon footprint and why businesses and suppliers are working towards this.
- Different people eat different types of food. Is this a choice or from necessity? Link to culture, morals and religions

DT: Our DT unit will be a food based unit which means that Year 5 will become Chefs. We are going to be looking into a spaghetti bolognese recipe and making our own healthy version. We will be working on the following key skills:

- Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.
- Writing an amended method for a recipe to incorporate the relevant changes to ingredients.
- Designing appealing packaging to reflect a recipe.
- Cutting and preparing recipes safely.
- Using equipment safely, including knives, hot pans and hobs.
- Knowing how to avoid cross-contamination.
- Following a step-by-step method carefully to make a recipe.
- Identifying the nutritional differences between different products and recipes.
- Identifying and describing healthy benefits of food groups.

RE: **Focus Question: Why is it sometimes difficult to do the right thing?** This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation.

PSHE: PSHE this half term will focus on physical health and mental wellbeing. We will be looking at the following:

- How sleep contributes to a healthy lifestyle.
- Healthy sleep strategies and how to maintain them.
- The benefits of being outdoors and in the sun for physical and mental health.
- How to manage risk in relation to sun exposure, including skin damage and heat stroke.
- How medicines can contribute to health and how allergies can be managed.
- That some diseases can be prevented by vaccinations and immunisations.
- That bacteria and viruses can affect health.
- How the spreading of bacteria can be prevented with every day hygiene routines.

PE: Invasion games