



Thurston CE
Primary Academy

Christian Value

Generosity

Year 5 Curriculum Newsletter Autumn 1

Welcome to UKS2!

Key Information

Staffing: Miss Earrye (Pumas), Mr Mison (Lions)
Teaching assistants: Mrs Pointer (HLTA), Mrs Rose and Mrs Collins.
P.E: Friday afternoon.
Spellings: Handed out on a Friday; tested on the following Friday.
Home Learning: Weekly home learning task sent out on a **Friday** (see weekly newsletter). To be completed by the following **Wednesday**.
Class Emails:
pumas@thurstonprimary.net / lions@thurstonprimary.net

Subject	Coverage	Knowledge & Skills
English	<p>Poetry: The Jabberwocky and If I were a shape</p> <ul style="list-style-type: none"> To identify nonsense words and decide which word class they belong to. Write a modern-day version of the Jabberwocky. To write a poem in the subjunctive form. <p>Character description and narrative recount: War Horse by Michael Morpurgo</p> <ul style="list-style-type: none"> To write a short character description of one of the characters from the story. To produce a first-person recount. Take on the role of Joey as the tank approaches and he has no choice but to leap over and run for his life. <p>SPAG: Word classes, conjunctions, main and subordinate clauses, relative clauses and relative pronouns, parenthesis.</p>	
Maths	<p>Place value: Roman numerals, numbers up to 1,000,000, more and less, compare and order numbers to 1,000,000, rounding within 100,00 and 1,000,000.</p> <p>Addition and subtraction: Formal written methods, inverse operations and solving word problems.</p> <p>Multiplication and division: Multiples, factors, prime, square and cube numbers. Multiply and divide by 10, 100 and 1000.</p>	
Science	<p>Autumn 1 - Earth and space</p> <p>Knowledge: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night.</p> <p>Skill Focus: Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs.</p>	
Humanities	<p>History: WW2. Why did they need to keep it under their hat?</p> <p>Children will look at the outbreak of war and the countries involved. The purpose and effect of propaganda will be studied. Linking in with our English lessons, children will look at the process of evacuation: where were children sent and why? Children will look at the role women played during the war and the Blitz will be explored using sources of evidence. The book 'Rose Blanche' will be used to support learning about the Holocaust. Finally, children will understand why the Allies were victorious.</p>	<p>Historical Enquiry: Begin to identify primary and secondary sources, use a range of sources to find out about an aspect of time past.</p> <p>Chronology: Place current study on time line in relation to other studies, know and sequence key events of time studied, accurately use dates and terms to describe historical events.</p> <p>Knowledge and Interpretation: Study different aspects of the life of different people and identify and note connections, contrast and trends over time, examine causes and results of great events and the impact on people, consider different ways of checking the accuracy of interpretations of the past</p> <p>Historical Investigations: Use a wide range of different evidence to collect evidence about the past.</p> <p>Presenting, organising and communicating: Use appropriate terms, matching dates to people and events</p>

You will never have this day again so, with the guidance of God, make it count!

Computing	Autumn 1 Programming: Music Pupils will: Know that a soundtrack is music for a film/video and that one way of composing these is on programming software Understand that using loops can make the process of writing music simpler and more effective.	Programming: Skills <ul style="list-style-type: none"> • Predict how software will work based on previous experience • Write more complex algorithms for a purpose • Develop their programming as they work • Use loops in their programming • Use a more systematic approach to debugging code, justifying what is wrong and how it can be corrected • Write code to create a desired effect • Use a range of programming commands; use repetition within a program; amend code within a live scenario • Use logical thinking to explore software more independently, making predictions based on their previous experience; • Use a software programme (Scratch) to create music; and identify ways to improve and edit programs, videos, images etc.
RE	Autumn 1 - Islam	How does tawhid create a sense of belonging to the Muslim community? <ul style="list-style-type: none"> • Engage with the idea that one thing can have an affect which spreads. • Enquire into the idea that Tawhid is at the centre of Muslim faith. • Explore ideas about Tawhid in Muslim stories. • Explore ideas about Tawhid in Muslim Community Practice. • Explore aspects of Tawhid in Muslim Living.
Art	Autumn 1 Painting and mixed media: Artist Study Pupils will suggest ideas for the meaning behind a picture, identify different features within a painting and use the formal elements to describe it, select an appropriate artist, generate an idea for a final piece, demonstrating some inspiration from their chosen artist. Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.	Key Skills: <ul style="list-style-type: none"> • Generating ideas: Draw upon their experience of creative work and their own research to develop their own starting points. • Using sketchbooks: Using a systematic and independent approach. Research, test and develop ideas. • Making skills: Create expressively, in their own style, a response to their choice of stimulus. Combine materials and techniques appropriate to ideas. Work in a sustained way over several sessions to complete a piece of work. • Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines. Describe how cultural and history may have influenced the work. • Evaluating and organising: Give reasoned evaluations of their own and others' work. Discuss how art is sometimes used to communicate social, political or environmental ideas.
PE	Autumn 1 OAA—Outdoor adventurous activity	OAA: <ul style="list-style-type: none"> • Start to orientate themselves with increasing confidence and accuracy around an orienteering course. • Design an orienteering course that can be followed and offers some challenge to others. • Use clear communication to effectively complete a particular role in a team. • Complete orienteering activities both as part of a team and independently. • Identify a key on a map and begin to use the information in activities • Identify the quickest route to accurately navigate an orienteering course. • Communicate clearly and effectively with others. • Work effectively as part of a team.
MFL-French	Autumn 1 Rigolo Unit 1: Salut	Salut: Greetings and personal information; talking about brothers and sisters; saying what people have and have not using the 3rd person; saying what people are like using the 3rd person.

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Music	Autumn 1 -Ukulele	How to hold and play the ukulele. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
PSHE	Autumn 1 How can we keep healthy as we grow?	<p>PSHE: Mental health and wellbeing—how mental and physical health are linked, how positive friendships and activities support wellbeing, how to recognise early signs of physical or mental ill-health, who to speak to and strategies to support.</p> <p>Sleep—how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>Social media—how and why to balance time spent online,</p> <p>Drugs—how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>Dental health—how to maintain good dental health, including brushing and food and drink choices.</p>

<p style="text-align: center;"><u>Reading/Spelling</u></p> <p>Whilst most children in Years 5 are increasingly fluent readers, it is still important that they read everyday. This can be to themselves or to an adult; it helps to build vocabulary and comprehension skills. Children can read a book from home or choose one from school.</p> <p>Please support your child with learning their weekly spellings which are handed out every Friday.</p>	<p style="text-align: center;"><u>Home Learning</u></p> <p>Home learning tasks will all be online this year (no home learning books will be sent home). One week the task will be maths based; the next week it will be grammar based.</p> <p style="text-align: center;">It is expected that these tasks are completed each week.</p> <p>The tasks will be set from either: Mathletics, TT Rockstars or Deepening Understanding (now known as Planpanion). Details of which tasks to complete will be on the weekly school newsletter sent out on a Friday.</p>
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<p style="text-align: center;"><u>Key Dates</u></p> <ul style="list-style-type: none"> • Thursday 14th September—Ukulele lessons begin. 	
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