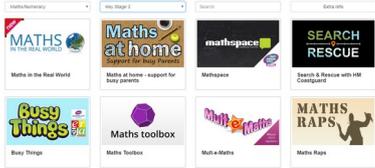
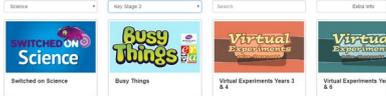


CURRICULUM - YEAR 5 – Autumn 2019

MAIN FOCUS: The Tudors

	WORK COVERED	HOW TO HELP YOUR CHILD AT HOME	Please discuss this vocabulary with your child
MATHS	<p><u>Number & Place Value</u> –</p> <p>Times Tables up to 12 x 12.</p> <p><i>Place value:</i> recognising, ordering and comparing numbers up to at least 100 000.</p> <p><i>Addition & Subtraction:</i> Subtract whole numbers with 4 digits (using formal column method), mental addition & subtraction with increasingly large numbers e.g. 3568 + 4300.</p> <p><i>Multiplication & Division:</i> Solve problems involving multiplication and division using knowledge of factors, doubles and halves, and times-tables.</p> <p><i>Properties of number:</i> multiples, factors, prime, square numbers, square root.</p> <p><u>Geometry</u></p> <p><i>Angles:</i> know about right angles, acute angles, obtuse angles and reflex angles. Use a protractor to measure and draw angles. Calculate angles on a straight line.</p> <p><i>Timetables:</i> Complete, read and interpret information in timetables using 24-hour times.</p> <p><u>Measurement</u></p> <p><i>Conversion:</i> Convert between different units of metric measure (length: mm/ cm/ m/km). Example: 113 mm = 11.3 cm</p> <p><i>Time:</i> Understand the 24-hour clock, convert times, calculate time intervals and use timetables. Example: 13:00 = 1 pm How long between 06:17 and 08:28?</p>	<p>Help with speedy recall of all tables. This is very useful!</p> <p>Encourage children to see where mathematics is used in everyday situations e.g. bus timetables, measuring when cooking.</p> <p>Set simple oral problems and encourage quick response to simple mental arithmetic.</p> <p>Encourage your child to use Mathletics at:</p> <p>https://community.mathletics.com/signin/#/student</p>  <p>Encourage use of resources on the LGFL website:</p> <p>https://www.lgfl.net/learning-resources/grid</p> 	<p>place value place holder thousands ten thousands hundred thousands</p> <p>multiply divide subtract add</p> <p>multiple factor prime square number</p> <p>protractor acute right angle obtuse reflex</p> <p>seconds minute hour digital analogue convert time table quarter to quarter past</p>

<p>ENGLISH</p>	<p><u>Reading</u></p> <p>Comprehension activities to improve retrieval, inference and deduction skills. Fiction and non-fiction texts related to the Tudors, Science and many more.</p> <p><u>Writing</u></p> <p>To identify and use the features of a variety of writing styles, including: recounts, diaries, discussions, narrative and instructions.</p> <p>To develop the skills necessary to plan writing clearly and use an appropriate structure and layout when writing for a particular purpose.</p> <p>To use a broader range of punctuation including . , ! ? () – “” ‘</p> <p>To independently read work and edit it.</p> <p><u>Speaking and Listening</u></p> <p>Drama activities relating to Science and the Tudors - presentations of group work to the rest of the class.</p> <p><u>Spelling</u></p> <p>Weekly spellings, word families, high frequency words.</p> <p><u>Handwriting</u></p> <p>To develop fluency and style.</p>	<p>Give child access to a wide range of reading materials and listen to them read daily. Reading aloud supports reading development significantly.</p> <p>Discuss the books your children are reading, including vocabulary that they don't understand.</p> <p>Look at a selection of texts and discuss the similarities and differences between them.</p> <p>Encourage use of encyclopaedias, etc. for research work.</p> <p>When learning to spell a word, encourage children to look at it, cover it up, then write it down and check it – LOOK, COVER, WRITE, CHECK.</p> <p>Encourage good spelling generally by attempting unfamiliar words – ask children to say the word and listen to the sounds they recognise – write down the sounds they hear in the correct order. How good is their attempt?</p> <p>Use Spellodrome regularly.</p> <p>Encourage clear and legible handwriting. Regular practise.</p>	<p>fiction non-fiction author inference observation recommend genre</p> <p>verb adverb adjective first person past tense imperative verbs main clause subordinate clause relative clause bullet points chronological – order time openers</p>
<p>SCIENCE</p>	<p><u>Properties of Materials</u></p> <p>Children learn to compare and group together everyday materials, based on their properties.</p> <p>Children learn that some materials will</p>	<p>Encourage your child to do their own research using reference books. Visit the library and find books on the topic.</p> <p>Encourage your child to</p>	<p>properties materials hardness solubility transparency conductivity</p>

<p>SCIENCE</p>	<p>dissolve in liquid to form a solution. They will be able to describe how to recover a substance from a solution.</p> <p>Children will investigate how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Children will explore what a 'solution' is and the impacts of evaporation. They will compare reversible and irreversible change.</p>	<p>explain their understanding of what we are learning.</p> <p>Look at BBC KS2 Science to find out more: www.bbc.co.uk/bitesize/ks2/science/materials/ Visit the library and find books. Encourage use of resources on the LGFL website: https://www.lgfl.net/learning-resources/grid</p> 	<p>magnetic</p> <p>air</p> <p>foam</p> <p>solution</p> <p>evaporate</p> <p>insulate</p> <p>reversible</p> <p>irreversible</p> <p>dissolve</p> <p>filter</p> <p>sieve</p>
<p>COMPUTING</p>	<p><u>E-Safety</u> Discussing how and why to use the internet and other electronic communication safely.</p> <p>Searching effectively to find correct or accurate information – learning to use more than one source of information to ensure that information is accurate.</p>	<p>If your child has access to a computer, they could practise and develop skills covered in lessons using similar programs.</p> <p>Allow your child the opportunity to practise computer skills on a home computer.</p> <p>For further information about online safety, please visit these websites: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</p> <p>https://www.saferinternet.org.uk/advice-centre/parents-and-carers</p>	<p>safety</p> <p>communication</p> <p>responsibility</p> <p>typing</p> <p>digital space</p> <p>virtual environment</p>
<p>HISTORY</p>	<p><u>Who were the Tudors?</u></p> <p>Children develop their knowledge of British history. They will identify connections, contrasts and trends over time by comparing Tudor society with modern day.</p> <p>Children learn about the past using a range of sources.</p> <p>Children will find out what happened during the War of the Roses and what</p>	<p>Encourage your child to use reference books, visit the library and use internet web sites to research the topic.</p> <p>Look at architecture in the local area. Ask children to think about how old it might be and how they know.</p>	<p>chronological</p> <p>sources</p> <p>reliable evidence</p> <p>Tudor</p> <p>Bosworth</p> <p>civil war</p> <p>reign</p> <p>monarch</p>

	<p>life was like during Tudor rule. They will investigate Tudor exploration and compare their lives with those of Tudor children.</p> <p>Children will learn which Kings and Queens reigned during the Tudor period and what effect they had on this historical period.</p>	<p>https://www.lgfl.net/learning-resources/summary-page/the-tudors-in-london</p>  <p>The Tudors in London</p>	<p>exploration Shakespeare execution</p>
ART	<p>Mixed Media Using a range of media and art resources, combining media in a single piece of work (e.g. pastel, paint, charcoal and collage).</p> <p>Objects and meaning – Still Life Studying examples of still life art by famous artists to identify styles and features. Sketching and drawing using pencil and charcoal while looking at still life objects.</p>	<p>Encourage your child to sketch in a sketch book.</p> <p>Discuss with them the range of media used in different pieces of art work.</p> <p>Look up famous still life paintings together on the internet and discuss their similarities and differences.</p>	<p>media mixed media range pastel charcoal collage still-life object image perspective</p>
RE	<p>Judaism Why is the festival of Rosh Hashanah important for Jewish people? Why is Yom Kippur important for Jewish people and what happens during this time?</p> <p>Islam What do Muslims believe about God? What commitment is demonstrated in the lives and work of significant people of faith? What are the main features and functions of a local Mosque?</p> <p>Christianity Invisible gifts at Christmas: What makes a good present? Christian belief in God's 'present' to humanity. What sort of wishes are bestowed at Christmas?</p>	<p>Encourage your child to use reference books, visit the library and internet web sites on the topic.</p>	<p>Rosh Hashanah Yom Kippur Judaism</p> <p>Muslim commitment</p> <p>humanity bestowed</p>
MUSIC	<p>Mood and effect Understanding how composers vary sounds to create a certain mood (e.g. changes of dynamic, pitch, texture, tempo, etc)</p>	<p>Encourage your child to listen to a wide range of music.</p> <p>Research and/or share with</p>	<p>voice part pitch (<i>high/low</i>) folk street cries</p>

	Composing own music to create a certain mood or effect.	your child dance(s) that are important from your own or your family's culture or country. Discuss with your child the effects that different music has on us.	compose culture heritage mood effect dynamics (loud/quiet) pitch (high/low) tempo (fast/slow)
PSHE	<u>Looking @ Values vs Violence (using Dot Com resources)</u> Discussing values and discussing what they value about themselves. Looking at and discussing family values, with a link to religion. The rights of children. The value of love, honour and courage. The value of friendship, including the positive values of friendship groups. Positive and negative values of a group or gang and the effects of these.	Discuss values with your child. What are the values of your family or religion? Visit www.dotcomcf.org for more information on Dot Com books.	emotions responsibility respect boundaries values
P.E.	<u>PE:</u> Swimming (one class at a time only) Sports: Participating in attacking and invasion games. Improving hand-eye coordination. Developing attacking and defending skills. Working on teamwork. Fitness: Developing cognitive skills such as recognising patterns of play which will increase chances of success. Developing coordination and agility skills. Improving ball skills and reactions and responses to different situations. Improving the ability to self-assess performance and evaluate own strengths and weaknesses. Health: Identifying major organs and their functions, considering the importance of looking after teeth and learning about the process of digestion.	Encourage children to maintain fitness through extra – curricular activities and keeping an active home life. Research and/or share with your child dance(s) that are important from your own or your family's culture or country.	fitness coordination agility footwork land step pivot pass receive direction mobility fitness health heart rate circuit digestive system nutrients organs incisor canine molar

<p>MODERN FOREIGN LANGUAGES (Spanish)</p>	<p>Greetings, introducing yourself, giving information about yourself and counting to 20. Learning classroom instructions and equipment.</p> <p>Developing reading and simple writing/spelling skills.</p>	<p>Practising new Spanish vocabulary with your child.</p> <p>Primary resources website – Spanish</p> <p>BBC KS2 website - Spanish</p>	<p>Hola Buenos dias Buenos tardes Buenos noches Como estas? Que'tal? Muy bien Bien Fatal Adios Mi favorito Me llamo Tengo</p>
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