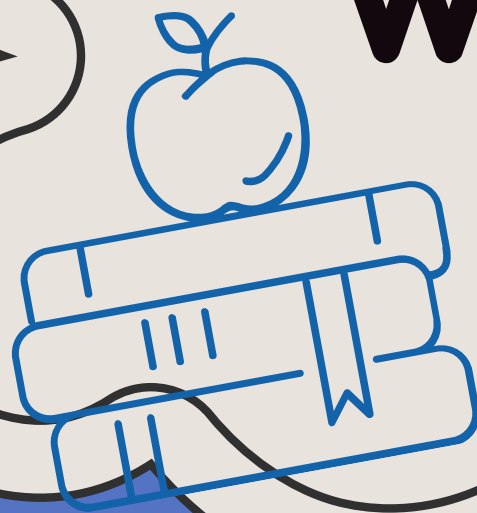




YEAR 5

WELCOME MEETING



MEET THE TEAM

Mrs Nicholls

Mrs Evans

Mrs Mowat

Mrs
Wigglesworth

WHAT WILL MY CHILD BE LEARNING?

Vernon Primary School Year 5 Long Term Plan - Curriculum Map

	Autumn From Heroes to Legends	Spring Inspiring Inventors	Summer Making Waves
English	Narrative: Stories that contain magical, mythical or legendary characters or events. Non-Fiction: Persuasive writing Balanced Arguments Letters Poetry: Learn and perform a poem by heart	Narrative: Stories of mystery and suspense Playscripts Older/Classic Literature Non-Fiction: Write in a journalistic style Explanations Records and Reports Biographies Poetry: Learn and perform a poem by heart	Narrative: Stories set in familiar places. Non-Fiction: Non-chronological reports Balanced arguments Persuasive writing Instructions Poetry: Write poems that convey an image
Maths	Number – Place Value Number – Addition and Subtraction Number – Multiplication and Division A Number – Fractions A	Number – Multiplication and Division B Number – Fractions B Number – Decimals and Percentages Measurement – Perimeter and Area Statistics	Geometry – Shape Geometry – Position and Direction Number – Decimals Number – Negative Numbers Measurement – Converting Units Measurement – Volume
Science	Animals including humans: describe the changes as humans develop to old age. <u>Living things and their habitats:</u> describe the life process of reproduction in some plants and animals.	<u>Earth and Space:</u> describe the movement of the Earth, and other planets, relative to the Sun in the solar system. <u>Forces:</u> explain the force of gravity. Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	<u>Properties and changes of materials:</u> use knowledge of solids, liquids and gases to decide how materials might be separated, including through filtering, sieving and evaporation. <u>Enquiry Unit – properties and changes of materials</u>
Computing	Computing systems and networks – Systems and searching <u>Creative media – Introduction to animation</u>	Creating media – Video production Data and Information – Flat-file databases	Programming A – Selection in physical computing with Microbits Programming B – Selection in software
History	<u>Focus area:</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	<u>Focus area:</u> Local History Study – Poynton and the Industrial North West – a study of an aspect of history that is significant in the locality	<u>Focus area:</u> Leisure and Entertainment through the 20 th Century – a study of the changes in an aspect of social history
Geography	<u>Focus area:</u> Would you like to live in the desert? – characteristics of hot desert biomes, mapping larger global deserts, using Mojave as a case study, human uses and environmental threats. <u>Fieldwork:</u> aerial photographs, world maps	<u>Focus area:</u> What is life like in the Alps? – climate of mountain ranges, with a focus on tourism in Innsbruck, compared to local tourism and recreational land use. <u>Fieldwork:</u> local area for recreational land use, sketch maps	<u>Focus area:</u> Why do oceans matter? – human use and impact on oceans over time, using the Great Barrier Reef as a case study, plastic and pollution, environmental damage, positive eco-friendly choices, litter. <u>Fieldwork:</u> data collection – local marine environment, digital maps and aerial photographs
Art and Design	<u>Focus area:</u> Collage and Drawing – Faces/Portraits <u>Artist:</u> Picasso and Frida Kahlo	<u>Focus area:</u> Print, Textile, Digital Media <u>Artist:</u> William Morris and Sophie Robinson	<u>Focus area:</u> Painting and drawing – still life and waves <u>Artist:</u> Paul Cezanne, Katsushika Hokusai
Design and Technology	<u>Focus area:</u> Food – bread-making <u>Designer/Architect:</u> Paul Hollywood	<u>Focus area:</u> Electricals and Electronics – Doodlers <u>Designer/Architect:</u> James Dyson	<u>Focus area:</u> Construction, Mechanics and Computing – CAMs mechanisms to create a moving creature <u>Designer/Architect:</u> Irmal Al-Jazari
Physical Education	Gymnastics – Matching, mirroring, contrast Team-rugby Hockey Dance – Zorba	Dance – The Victorians Personal Challenges Lacrosse Ultimate Frisbee	Badminton Team-building and Problem-solving Rounders Dodgeball
Languages	<u>Phonics Lesson 3</u> ‘As-tu un animal?’ – discuss pets you have and do not have Cultural Focus (French speaking country): Quebec <u>Multilingual Unit</u> - Greek	‘Quel temps fait-il?’ – describing the weather in French ‘Chez moi’ – describing rooms in your house	‘Les Vikings’ – describing clothing ‘Les Jeux Olympiques’ – exploring the Greek language and culture
Music	Learn a brass instrument in whole class lessons. Understanding the history of music	Use ‘Incredibox’ to loop and remix different tunes. Composition to represent the festival of colour – Holi festival	Exploring South and West African music History of the Blues and 12 bar Blues playing
Religious Education	<u>Thread:</u> God, world & Self How do Hindus make sense of their world? Why is light important? <u>Thread:</u> Authority, Personal Belief How do people use sources of authority to determine beliefs? Where can we find guidance?	<u>Thread:</u> God, World, Self How can other people's beliefs inspire our lives? <u>Thread:</u> BVM in wider world How have expressions of belief influenced art and music?	<u>Thread:</u> Authority What do people believe about the origins of the world? <u>Thread:</u> Making life's journey Are pilgrimages important? How have they changed over time?
PSHE	<u>Relationships:</u> Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	<u>Living in the Wider World</u> Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	<u>Health and Wellbeing</u> Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind
Curriculum Values			
Creativity & Curiosity		Independence	Respect & Cooperation
‘Nobody else is quite like me’			

English Narrative: Stories that contain mythical or legendary characters or events – Impossible Creatures by Katherine Rundell Stories of mystery and suspense – Impossible Creatures Non-Fiction: Persuasive writing, balanced arguments, letters – Pandora's Box and Who Let the Gods Out by Max Evans Journals and reports – Rosa Parks by Libeth Kaiser Poetry – Learning and performing a poem by heart – The Jolly by Homer	Maths • Place Value • Addition and Subtraction • Multiplication and Division • Fractions Geography Would you like to live in a desert? Summarise the characteristics of a desert biome, locate and explore features of deserts, describe the physical features of a desert environment, explain the different ways humans can use deserts, describe some of the threats facing deserts and explore the similarities and differences between two physical environments. From Heroes to Legends  Language As-tu un animal? – learning the name of different animals, describing what pets they do and do not have. Multicultural unit: Greek. Learning basic Greek greetings and numbers to 10. Music Brass – learn to play the clarinet in whole class instrumental lessons building up to a short performance.	Science Animals including humans – Children will learn about how humans change from conception to adulthood. They will use scientific vocabulary to describe the different stages of life – fetus, baby, child, adolescent, mature adult, older adult. They will identify changes that occur at each of these stages. Living things and their habitats – children will learn about the process of reproduction and life cycles of plants, mammals, amphibians, insects and birds. They will explore the work of Jane Goodall. Computing Computing systems and networks – Systems and searching – develop their understanding of computer systems and how information is transferred between systems and devices. Creating media – Vector drawing – learn how to use the different drawing tools and how images are created in layers History Ancient Greece – using evidence to deduce information from sources and find out about the past. Children will collect evidence and formulate a Greek tapestry. Religious Education Thread: God, world & Self. How do Hindus make sense of their world? Why is light important? Thread: Authority, Personal Belief How do people use sources of authority to determine beliefs? Where can we find guidance? PSHE Relationships: • Families and friendships • Safe relationships • Respecting ourselves and others • My Happy Mind
Physical Education Games – Tag, Rugby, Hockey Dance – Matching, mirroring, and contrast Dance – Zorba dance Art and Design Image and drawing – focus on faces and portraits. explore the work of Picasso and Frida Kahlo. Design and Technology Bread-making Long bread – planning, preparing and making bread. Children will learn about key recipes and about the importance of hygiene, health and safety. explore the work of Paul Hollywood.	Curriculum Values Co-operation and Respect As respectful and co-operative people we will... Independence As independent people we will... Creativity & Curiosity As creative and curious people we will... Language Nobody else is quite like me	Science Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Forces Explain the force of gravity. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Working Scientifically Computing Exploring creative media where they will learn to video edit. To understand what databases are and explore flat file databases. History Local history study – Poynton and the Industrial North West. Key skills – identifying continuity and change in the locality. To understand how inventions during the Industrial Revolution influenced lives today. A comparison of Poynton and the lives of children during the Industrial Revolution with Poynton today. Religious Education God, World, Self – How can other people's beliefs inspire our lives? RW/TV in wider world – How have experiences of belief influenced art and music? PSHE Living in the wider world Belonging to a community Media, literacy and digital resilience Money and work
English Narrative: Stories set in familiar places and letters inspired by reading across the curriculum, including Michael Morpurgo's 'Why the Whales Came' Non-Fiction: Non-chronological reports Balanced Arguments Persuasive writing Instructions Poetry Poetry that conveys images. Physical Education Games – Badminton, Rounders, Team-building and problem-solving, Dodgeball Art and Design Painting and drawing Sea still life and waves. To explore the work of artists such as Paul Cezanne and Katsushika Hokusai creating their own Hokusai Waves. Design and Technology Create a moving toy using CAMs mechanisms – they will produce sketches and step-by-step plans and identify tools and materials required. They will measure, mark out and cut accurately, evaluating their work as it develops and at the end of the project. They will take inspiration from design the work of Ismail Al-Jazari.	Maths • Geometry – Shape, position and direction • Number – Decimals, negative numbers • Measurement – converting units, volume Geography Why do oceans matter? The unit explores the importance of oceans, looking significantly at the Great Barrier Reef. The children will look at human impact on oceans/ coral reefs, understanding how they can keep them healthy. They will plan and conduct a field work enquiry to compare marine environments in the area. They will collect and analyse data from their field trip before presenting and evaluating their results. Making Waves  Language Les Jeux Olympiques – To create a short presentation on the Olympic games looking at verb conjugation and cognates. Les vikings – To say what clothing they are wearing describing it using the correct adjectival agreements for different situations. Music To explore the Blues genre of music and identify the key features. To learn the 12-bar blues and blues scale combining to create an improvised piece. Curriculum Values Co-operation and Respect As respectful and co-operative people we will... Independence As independent people we will... Creativity & Curiosity As creative and curious people we will... Language Nobody else is quite like me	Science Properties and changes of materials – to understand and vocabulary relating to several processes – evaporation, condensation, dissolving and separating. To give examples reversible and irreversible changes. Enquiry Unit: Carry out an investigation to answer a group question which the children will formulate themselves based on the unit, Properties and changes of materials. They will demonstrate sound understanding and use of vocabulary related to the planning of an enquiry. Computing Selection in physical computing – use physical computing to explore the concept of selection in programming through the use of the crumple programming environment. Selection in quizzes – develop their knowledge of selection revisiting how conditions can be used in programs Project Evolve: Managing Online Information & Privacy and Security. History Leisure and Entertainment through the 20 th Century – a study of the changes in an aspect of social history and the impact of War. The unit will also explore music and technology trends. Religious Education Thread: God, world & Self – How do people believe about the origins of the world? – investigating theories on origins of the world. Are pilgrimages important? – exploring pilgrimages in different religions. PSHE Health and Wellbeing • Physical health and mental wellbeing • Growing and changing • Keeping safe • My Happy Mind

In Year 5 we have 3 themes split equally over the academic year:

- Autumn Term - From Heroes to Legends
- Spring Term - Inspiring Inventors
- Summer Term - Making Waves

More detailed curriculum planning is available on our website on:

<https://www.vernonprimaryschool.com/class/year-5>

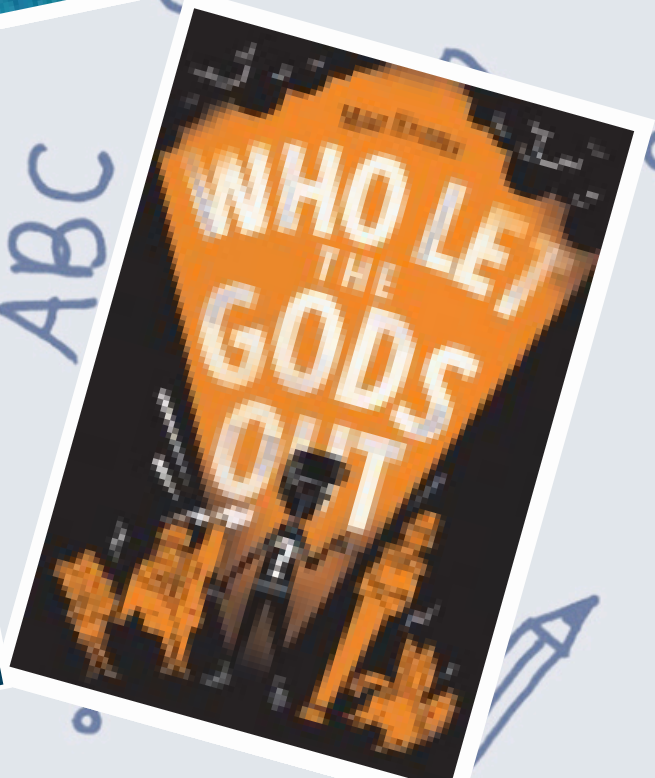


READING IN YEAR 5

Reading is a vital skill that supports and enriches children’s learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross- curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.

Independent Reading Guided Reading Reading Streams Reading Hub

Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.



KEY INFORMATION

Please ensure you are signed up to our Class Google Classroom. We update this regularly to share with you an insight into the Year 5 curriculum, events and recommendations to support your child.

To support your child's writing process at home a key area to focus on is spelling. In Year 5 our spelling goal is to ensure every child begins to learn the Year 5 and 6 common exception words. Your child will be reissued with their spelling frame login. Spellings are set each week in class on a Monday morning and should be practised regularly. These are referred to and rehearsed throughout the week.

We update our school X page weekly with the adventures we have been on!

Your child will be reissued with their Times Tables Rock Stars login details. This is a platform used to support children with their rapid recall of their timetables. The children are able to access this at home too so they can continue their learning further if they wish to. Times tables are the foundation of many areas of Maths and we will be encouraging them to continue to sharpen their skills.



HOMework IN YEAR 5



Learning at home is an essential part of effective education and gives children the opportunity to effectively extend and enrich the learning that takes place within school. Homework also encourages children to become confident and independent in their learning, an essential skill for their progression throughout school and later in adult life. All children are expected to take part in a variety of homework tasks to enhance, consolidate and support their learning, as well as give them the opportunity to bring their learning alive in contexts beyond the school.

Homework will run from **wednesday** to **wednesday** each week. It will alternate between a Maths and English activity including comprehensions. In year 5 we set tasks via LBQ which is an online learning platform.

(This will be explain in more detail on the following slide). Homework may also include a theme based tasks such as research or creative project.

Each week, the homework will be set via Google Classroom. The children are familiar with accessing this and will explain it to them again at the start of the year.



Learning
by Questions

HOMework IN YEAR 5



Learning By Questions

When the homework is set on LBQ, the children will be given a 4 digit code which they type into the LBQ website.

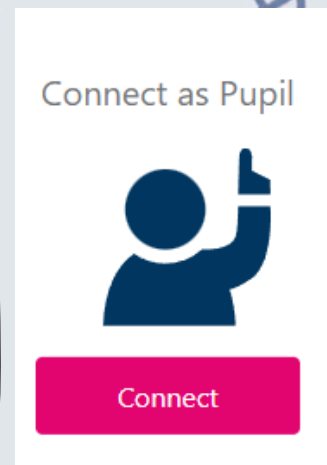
This will then take them to the set homework activity and they can then work, at their own pace, through the set questions. The questions are marked online and the children are given the opportunity to review any corrections they need to make. The children are able to complete the set tasks in stages if needed, it will save where they are up to when they log back in.

Teachers set the code each day and the children can view this on their Google Classroom page.

We have completed LBQ tasks in school so the children should be familiar with this.



This is the page you will see when you access the LBQ page
<https://www.lbq.org/login>
Connect as a pupil



You will then need to enter the 4 digit code found on the Google Classroom page for that day



Join a Lesson: ?

Lesson code:

☒ Connected

WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Please can you ensure that your child brings to school:

- Reading Logs and Reading Books - every day
- Water bottles are essential, even for children having school dinners and will be kept in classrooms.
- PE kits - PE will be for both classes on a Monday pm. Children in 5ME wear their PE kit all day on a Tuesday and children in 5SK will need to wear theirs all day on a Friday. PE kits will need to be returned to school for Monday.
- Children should come to school each day with a water-proof coat and (if they choose to) a healthy playtime snack. We just ask that any snack coming from home is nut free. **We are a nut free school.**
- Lunch box - if not ordering school dinners. School dinners are ordered in advance using your child's SwiftKitchen Key.

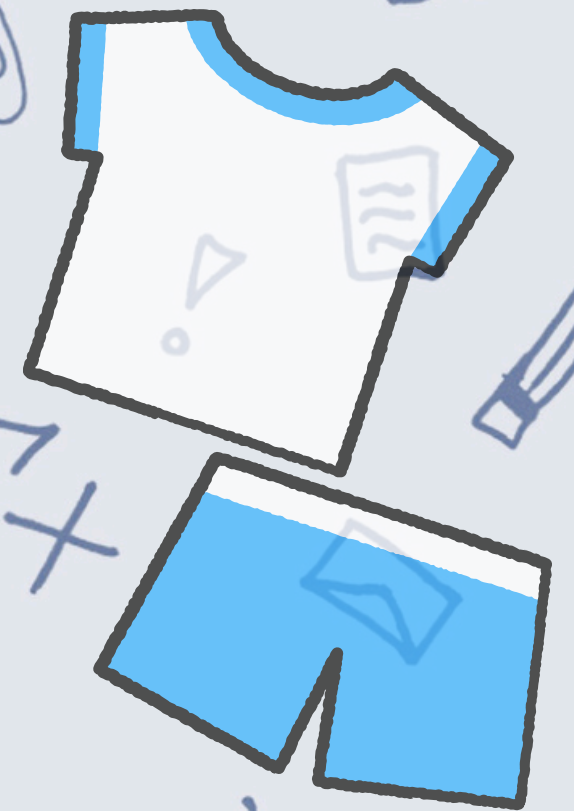
P.E will take place on:

Mondays and

Tuesdays 5ME

Mondays and

Fridays 5SK



KEY DATES

MONDAY 13TH OCTOBER - CURRICULUM SHOWCASE

MONDAY 20TH OCTOBER - GREEK DAY

THURSDAY 4TH DECEMBER AM - BRASS CONCERT

THURSDAY 11TH DECEMBER - THEATRE VISIT

KEY DATES

THURSDAY 5TH FEBRUARY - QUARRY BANK MILL

THURSDAY 9TH - FRIDAY 10TH JULY - RESIDENTIAL

WE WILL ALSO GO ON GEOGRAPHY FIELDTRIP WALKS IN THE SPRING AND SUMMER TERM. WE WILL CONFIRM THESE DATES CLOSER TO THE TIME.

The background is a light blue color with a repeating pattern of various school-related icons in a darker blue. These icons include pencils, sheets of paper with wavy lines, envelopes, paper clips, and the letters 'ABC'.

ANY QUESTIONS?



THANK YOU