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**Curriculum Newsletter Autumn 1**

**Year 5**

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| **Growth Mindset mantra** | Believe you can and you are halfway there |
| **Maths** | **Place value**  **Place Value**  Numbers to 1 million and 1 million, ordering numbers, negative numbers, counting to the power of 10, rounding numbers). **2. Mental / written addition and subtraction**  Choosing appropriate strategy, solving multi-step problems, estimation, adding / subtracting decimals.  **3. Multiplication and Division**  Learning the language of multiplication and division, revising number facts and multiplying larger numbers. |
| **English** | We are using the text **Arthur and the Golden Rope** by Joe Todd-Stanton as the main vehicle to teach English skills.  **Spoken language:**  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Give well-structured, descriptions, explanations and narratives  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Speak audibly and fluently  • Participate in discussions, presentations, performances, role play, improvisations  and debates  **Reading comprehension:**  • Identify and discuss themes and conventions  • Make comparisons within and across books  • Learn poetry by heart  • Check sense, discuss understanding and explore meaning of words in context  • Ask questions to improve understanding  • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  • Summarise main ideas, identifying key details  • Retrieve, record and present information from non-fiction  • Explain and discuss understanding of reading  **Writing Composition:**  • Identify the audience for and purpose of writing  • Note and develop initial ideas, drawing on reading and research  • Enhance meaning through selecting appropriate grammar and vocabulary  • Describe settings, characters and atmosphere  • Integrate dialogue to convey character and advance the action  • Propose changes to vocabulary grammar and punctuation to enhance effects and  clarify meaning  • Use consistent and correct tense  • Proof-read for spelling and punctuation errors  • Perform own compositions using appropriate intonation, volume and movement |
| **Geography** | **Next half term** |
| **History** | **Were the Vikings raiders, traders or something else?**  Pupils who are secure will be able to:  Explain where the Vikings came from and why they invaded Britain.  Sequence events according to their significance for groups of people.  Find evidence and make inferences from sources.  Name Viking trade routes.  Explain why trade routes were important to the Vikings.  Identify the differences between Viking sagas.  Evaluate the impact of Viking achievements. |
| **Art** | **Drawing**  Use various types of lines to emphasise emotion or draw attention.  Describe how artists have shown emotion.  Use colour and line to convey emotion or movement in their sketch.  Design a print, considering the composition carefully.  Use a combination of marks to create tone and depth.  Describe how artists use tone to show depth in their artwork.  Create an effective printing plate.  Reflect and improve their sketchbook experiments and final work. |
| **DT** | **Next half term** |
| **Science** | **Forces**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; identify the effects of air resistance, water resistance and friction, that act between moving surfaces; and finally, they learn how to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. |
| **PSHCE** | **Being me in my world**  children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices. |
| **PE** | **Basketball**  Master basic movements including running, jumping, throwing and catching with a ball, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  Passing and defending passes and shooting. |
| **RE** | The focus of our RE lessons this half term will be **‘What does it mean if Christians believe if Christian believe God is holy and loving?’.** |
| **Music** | **Composition and notation**  Sing in time and in tune with other people and the backing track.  Remember the lyrics to a song.  Identify the structure of a piece of music and match this to non-standard notation.  Improvise their own piece of music.  Play a melody with reasonable accuracy.  Perform with confidence and in time with others.  Compose and play a melody using stave notation.  Contribute meaningfully to the group performance and composition.  Use hieroglyphic notation to show the structure of their piece. |
| **Computing** | **Next half term** |

**Homework**

Book given out on: Friday

To be returned by: Thursday

**Spellings (in spelling book):**

Handed out: Tuesday

Tested on: Tuesday

**PE:** Friday