

Class 5's Programme of Work for Autumn Term 2018



Term 1: 5th September to 19th October



Term 2: 29th October to 21st December

English

Our main topic of volcanoes, earthquakes and mountains will form the stimulus for much of our reading and writing over the course of both half terms. Based around a volcanic eruption, we shall be planning and writing an adventure story by breaking it down into stages and focussing on creating atmospheric descriptive settings through various writing devices. Selected texts, guided reading and our whole-class novel will all support this writing goal as well as afford opportunities for everyone to read to an audience and develop vital comprehension skills.

In contrast, we shall also be learning about the features of information texts and, following research conducted in computing, use these skills to write information texts about a self-chosen volcano.

In early October we shall celebrate National Poetry Day by dedicating a day to studying and writing our own poems.

Moving into Term 2, we shall be studying autobiographies and biographies before writing our own about a famous mountaineer.

In the lead up to Christmas we shall immerse ourselves in the work of Charles Dickens and draw upon his skills of creating wonderful character descriptions to write our own.

Interwoven between this wealth of work will be grammar and punctuation embedded within lessons. Handwriting remains a focus with the expectation that everyone should be using legible, joined-up handwriting all of the time. Spellings, as always, will be ongoing with application taking precedence.

Please engage with your son or daughter in discussing their reading book, comprehension is so important.



Mathematics

A solid sense of number and place value are foundational skills in supporting the more challenging maths in years 5, 6 and beyond; therefore, this will be our first main focus of the term after working with the Roman numeral number system.

Working with numbers up to 1 million in Year 5 and 10 million in Year 6, we shall be embedding the skills of reading, writing, ordering and comparing numbers and determining the value of each digit. Additionally, children are expected to fluently count forwards or backwards in powers of 10 for any given number up to 1 000 000, round any whole number up to 1 000 000 or 10 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and plot them on a scale. Furthermore, interpreting negative numbers in context, counting forwards and backwards with positive and negative whole numbers, including through zero and solve number problems and practical problems that involve all of the above are on the agenda. Whenever it is possible we are linking our maths to our topic to give it additional relevance.

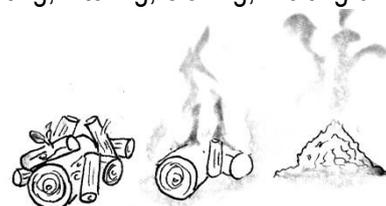


Building on all of the aforementioned, our learning will move on to addition and subtraction before covering multiplication and division. There will be strong focus on problem solving and reasoning, which means it is essential to be able to instantly recall multiplication and division facts, multiples and factors, halves and doubles and multiplying and dividing by powers of 10 up to 1000 to be successful in more involved maths. If your child is still struggling in these areas please practise these skills in short bursts daily.

Finally, towards the end of term we shall move onto statistics and measurement.

Science

Whenever possible, science will be hands on. Learning to work scientifically is an important part of the science curriculum; hence, designing fair experiments and investigations will be a key part of our learning. The focus of our knowledge learning is reversible and irreversible changes, which will include evaporating, filtering, sieving, melting and dissolving. As mentioned, there will be plenty of opportunities for practical learning as well as discovering how this knowledge has been transferred to real world problems. To this end, we shall be designing and making our own water filter systems – if you have any 2 litre clear, plastic drinks bottles (such as lemonade bottles) please may you send them in, thank you.



Geography

I am sure you have worked out that we are learning about some of the more exciting physical features of the world, namely: tectonic plates, volcanoes, earthquakes and mountains. Whenever possible the learning will be hands on – within the realms of health and safety and budget constraints!



Art and Design Technology

Both of these subject areas are being linked to other areas of the curriculum and we have already copied Pablo Picasso's cubism style to create self-portraits and been inspired by Margaret Godfrey's volcano art to create our own versions.



Through the medium of chalk we shall draw Hindu deities as part of our RE lessons. Later in the term, as Christmas approaches, we shall be creating further works of art for your delectation but I can say no more! In DT, we have hit the ground running with our models of the Earth's layers and water filtration systems are on the agenda for later. Additionally, we shall be making seismometers to measure earthquakes.

Religious Education

Our class focus for both terms is Hinduism, whilst continuing to deepen our knowledge of Christian practice through school assemblies, Open the Book and Church-based celebrations.

In our Hinduism studies we shall seek to explore its followers beliefs and how these then impact on the way they lead their lives. This will afford opportunities to compare similarities and differences with how non-Hindus live their lives and engender a culture of mutual respect and tolerance.



PSHE

Much of PSHE will be conducted through circle time to give everyone an opportunity to talk and share ideas.

Feelings and emotions and healthy relationships will be explored in Term 1; this will include: negotiating and resolving disputes constructively; different types of relationships; the importance of communication; and differences and similarities.



The subjects of health and well-being in Term 2 include: positive and negative influences on well-being and the role of the media; personal goals and aspirations; independence and increased responsibility, and personal safety.

Computing

E-safety will continually be in the foreground of our computing work to help everyone stay safe online today and in the future. In addition, the skill of viewing digital information with a critical eye will be continually developed.

Using search engines for research is a life skill that we shall be developing; this will involve understanding how search engines work, filtering, radial reading and actively processing what is written on the screen. Typically our computing work will relate to areas of learning throughout the curriculum and include developing keyboard and word processing skills.



French

Miss Hebden will be revising greetings, colours, days of the week and months of the year before extending number knowledge, likes and dislikes and finishing with joyeux noel.

Music

In music with Miss Overton-Short the class will be composing their own songs in groups.



P.E.

For the first term we shall be swimming; following that Mr Jones will be focusing on XXXXX



Homework

This information will be sent out separately.

Finally

If you have an area of expertise linked to our learning and would like to share it, please do speak to me, I shall welcome your offer gratefully.

Good communication between home and school are so important, so do please 'catch me' or make an appointment to see me if you have an area of concern.