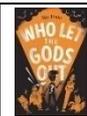


Class 5's Programme of Work for Autumn Term 2021



Term 1: 6th September to October 22nd

Term 2: 2nd November to 17th December



This year, we welcome Miss Mckeown to Class 5 as the teaching assistant. She has a wealth of experiences to offer that will enhance our learning environment.

Along with all other classes, our first week back is primarily a literacy-based, transition unit of work with a beautiful book written by Oliver Jeffers at its heart: Here We Are. As a class, we shall continue to use the book as a stimulus for writing moving forwards in the early part of Term 1.

English

English is the backbone of education: the ability to read for sustained periods of time and understand a broad range of texts are essential skills to fully access the upper key stage 2 curriculum, and for secondary school readiness. Towards this end, we shall study a breadth of text types in class on a wealth of subjects to develop and hone reading skills. Everyone will be allocated a reading book and be expected to read as part of a daily habit with their book travelling between school and home daily. The majority of the class will now be independent readers but your support in creating the time and space for them to read at home is so important. Furthermore, opportunities to discuss their book with you will really develop their comprehension skills and ability to communicate and explain clearly. The question stems on the VIPERS bookmarks provide help with this – thank you in advance for your support.

Our class novel is Who Let the Gods Out by Maz Evans; it is a contemporary novel about a boy with an ill mother, whose farm is under threat. A shooting star heralds the arrival of Virgo, swiftly followed by numerous Ancient Greek gods, and so the adventures begin! The novel is a clever blend of the modern-day issue of childcarers and the fantastical world of Greek myths constantly trying to outwit one another; it will provide rich discussion material, an introduction to the Olympic gods (in preparation for history in Term 2) and light-hearted moments of collective joy.

The acquisition of a broad vocabulary and its correct usage is always a big focus and passion in Class 5. To support pupils, in key stage 2, we use Bedrock Vocabulary and the expectation is that every child will complete a minimum of two sessions per week as homework; these can be 2/7 of their reading sessions. We are launching a new spelling programme this term with the aim that little and often learning and practice in class and at home will ensure that all children learn, understand and apply the expected spelling rules. Grammar will be dripfed weekly. I appreciate that a lot of the language surrounding grammar and punctuation was not a part of many parents' personal education experience. Please feel free to ask me if I can help.

We shall be writing little and often and across the day in a range of subjects to give our writing real purpose. I am currently in the process of exploring the possibility of having pen pals with pupils from Chicago, USA. We did this two years ago and some of those friendships are still going! As an additional benefit, it really brings our studies of North America to life later in the academic year. Two of our in-depth writes after half term will be a comparison text and a creating our own Ancient Greek Myth.

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 focus of the term. Working with numbers up to 1 million in Year 5, and 10 million in Year 6, we shall embed the skills of reading, writing, ordering and comparing numbers and determining the value of each digit. Additionally, children need to fluently count forwards or backwards in powers of 10 from any given number and round whole and decimals numbers to a specified power of 10. Reading and plotting numbers on a scale can prove to be a tricky yet essential skill that we shall practise. We shall also be interpreting negative numbers in context and count forwards and backwards between positive and negative whole numbers.

Building on the above, our learning will move on to addition and subtraction before covering multiplication and division. 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

the years 5 and 6's maths syllabuses. If your child is still struggling in these areas, please practise these skills in short bursts regularly.

In November, we shall begin to focus on fractions. There are so many small steps to understand and each new skill depends on being secure with the previous steps. By the end of this unit of work, children will be able to add, subtract, multiply and divide fractions with different denominators, compare and order fractions, convert them between improper fractions and mixed numbers, simplify and find equivalent fractions, find fractions of an amount and convert between fractions and decimals and compare fractions, decimals, and percentages.

We shall be spending some time every day working on speedy efficient arithmetic skills and reviewing previous learning. Solving worded problems and developing problem-solving and reasoning skills are regularly features of our maths learning.

Finally, maths hasn't changed but often the way it is taught has - because of the greater emphasis on understanding the subject. If your child asks for help, it is a good idea to ask them how they do it at school, you will then be able to adapt your support to their understandings rather than potentially inadvertently causing confusion, thank you.

Science

Whenever possible, science will be hands on. Learning to work scientifically is an important part of the science curriculum; hence, classifying, predicting, designing and conducting fair investigations will be a key part of many lessons.

Our first topic: Properties of Material creates a foundation for many other science topics throughout the year. The first step will be comparing and classifying materials according to their properties and considering their uses based on discovered properties. Next, we shall study solubility and separation before learning that some changes are reversible whilst others are not.

Our second topic is evolution and inheritance. To launch this topic, we shall need photographs of the children's relatives that show inherited features; I shall send out a detailed letter nearer the time. We shall be studying Charles Darwin and the impact that his work has had on our understanding of the origins and evolution of species. Also, this year, we shall have some fun making links with Greek mythical creatures - specifically chimera - by designing our own creatures created from two animals and deciding which features they will inherit.

Religious Education

We are launching RE with the fascinating subject of creation and science by exploring whether the Christian and scientific explanations conflict or complement each other. I predict that this topic will stimulate a lot of debate as we delve deeper into the subject. After half term, our studies move on to Hinduism, addressing the question: Why do Hindus want to be good? This will be explored by learning about the religious and moral laws guiding how practicing Hindus live their life, and Hindu beliefs surrounding reincarnation, the cycle of rebirth and the quest to ultimately attain release from the cycle.

P.E.

Mr Jones will continue to teach PE initially on Wednesdays but the day will be changing. Starting on the 15th of September, the class will be swimming on Wednesday afternoons; please ensure your child has an appropriate swimming costume (a one-piece for girls) and if your child's hair is shoulder length then it must be tied up – swimming caps are optional. After 5 weeks of swimming, the class will be able to use the hall for gymnastics, with a focus on combining a range of movements and balances to create a fluid gymnastic performance. Alongside gymnastics, there will be dance and learning of the famous Haka.

Geography

Geography is our humanities study in Term 1. The initial focus is on the acquisition of some basic knowledge and geographical skills with a focus on the Mediterranean and North America. We shall be extending compass and atlas skills - focusing on the Mediterranean (in readiness for the Ancient Greeks). Next, we shall be learning about latitude and longitude and applying this geographic coordination system to locations beyond 52.0147° N, 1.7631° W (Blockley!). Longitude links well with learning about time zones and calculating times around the world whilst latitude will guide us towards gaining an overview of the world's basic climate zones.

At that point, we shall hone down our focus to the physical geography of Greece and then link that knowledge to its human geography with a bias towards the physical geography's impact on the development of the Ancient Greek civilisation.

History

After half term, we properly launch into our history topic: the Ancient Greek civilisation. Working as historians by evaluating evidence and looking at causes and effects will be a regular element of lessons. We shall study the many ways that our lives today have been influenced by this ancient civilisation before creating a timeline and gaining an overview of key dates. Focusing on Sparta and Athens, we shall learn about life in two contrasting city states. The Ancient Greeks' belief system with its large numbers of gods, demi-gods and mythical creatures will also be learnt about.

Art & Design and Design Technology

In art and design, we shall be learning about and replicating Ancient Greek patterns, the development of pottery and pottery designs, and the three orders of columns with a focus on developing observational and drawing skills. In design technology, we shall be making our own coil pots and decorating them in the style of Ancient Greek pots. After this, we shall be designing and making custom-sized, protective packaging for our artifacts.

PSHE

We have launched the year with a transition unit of work: Here We Are, giving us the space to reflect on our experiences and feelings surrounding the events of the last 18 months. We have already discussed why we are educated and why we have rules.

Whilst following an annual plan of work, we address skills and understandings if/as situations arise.

In Term 1, the theme is Me and My Relationships. As children get older, learning how to negotiate friendships and be assertive without becoming aggressive or submissive can be very challenging but the social aspect of life takes on such significant importance to pre-teens and teenagers and the sooner children learn and hone these skills the better.

After half term, our theme is Valuing Differences. We are all unique and have something special to offer but it can be easy to view differences as negative. As children reach puberty and the teenage years, the desire to fit in and belong to a group and be like peers often increases – hopefully, we can challenge such views.

Computing

In joint computing and PSHE sessions, we shall be addressing e-safety as well as welcoming Leah Davies, our Schoolbeat community officer, into class on two separate occasions to support the children's understanding of internet safety and online relationships. Historically, we have done this later in the year but I feel that we will all benefit from these talks sooner. Please remember that if your child needs to bring a mobile telephone to school then it must be switched off and handed into Jane in the office first thing. Periodically, we shall use the internet for research purposes and learn how to effectively filter information. We shall also be gaining some basic knowledge about how computer systems work before writing our own computer programmes to create a labyrinth game based on Theseus and the Minotaur.



French In Term 1, we shall be revising the basics taught last year (greetings, basic questions and answers, numbers, colours) before concluding an animal-themed unit of work. The next unit of work will be based on food, and hopefully a little practical! Our main learning will always be through French conversation with some written work in readiness for Year 7.

Music

Our first topic: How Does Music Bring Us Together is followed by How Does Music Connect Us to the Past. Both include opportunities to listen and respond to a diverse range of music, learn new songs, learn some basic music reading skills and play tuned and untuned percussion instruments, compose short pieces based on specified themes and perform to the class.

Homework: his information has been sent out separately.

Finally

If you have an area of expertise linked to our learning and would like to share it, please speak to me, I shall welcome your offers. Good communication between home and school is so important, so do please 'catch me' or make an appointment to see me if you have an area of concern.

