

# St Joan of Arc Year 5 Curriculum Newsletter

## Autumn Term

### Topic: The Battle For Britain: World War Two

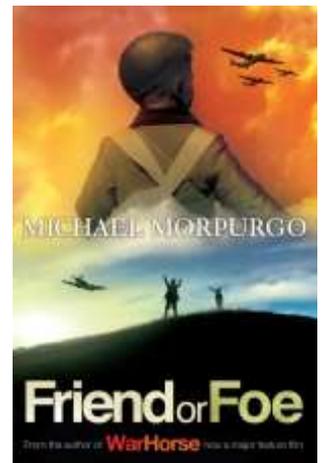
#### Religious Education:

We will be covering the following topics this half term;

- Weeks 1-4 - OURSELVES - Pupils will know and understand ourselves as made in the image and likeness of God.
- Weeks 5-8 -LIFE CHOICES - Pupils will know and understand how to show care and commitment and recognise the call to life and love within the community: marriage.
- Week 9- PASSOVER -RE of another faith- (Judaism) The children will explore the events of Passover and recognise why it is of such significance to people of the Jewish faith.
- Weeks 10-13- HOPE - Pupils will know and understand that Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised one, at Christmas and at the end of time.

#### English:

- Poetry unit- Poets' Voices – The children will explore several poems in this unit, giving their own reasons for preferences. They will draft whole class poems, editing as they go. Further composition work includes drafting and writing a nonsense poem and a free-verse poem. They will also prepare poems to read aloud.
- Fiction unit- *Friend or Foe* (Michael Morpurgo) - Whilst studying *Friend or Foe*, the children explore the feelings of the main characters and infer what they may be thinking and feeling during their evacuation from London. Children find evidence and detail in the text to justify their views. They consider and explore what the theme 'friend or foe' really means, using evidence in the text to justify their answers. They compare this text with other, similar texts in the genre and explore standard and non-standard English by looking at different conversations between the characters. They go on to explore figurative language while looking at the author's vocabulary choices. For the main composition task, they write a new scene for the novel, paying attention to the features of dialogue, and prepare a presentation about the author for sharing with another class.
- Non-fiction unit- *Animals on the Move* - In this unit, the children explore the Big Question: Which animal makes the toughest migration? They read the interactive eBook, using the skills of skimming and scanning to find answers to questions and using the organisational features of the eBook to find information. They revise and develop using relative clauses to present information clearly. In their writing task, children plan and write a chronological report about a specific animal migration.
- Performance poetry unit- *Ultimate Rap!*- The children are introduced to the main idea of the unit: that they will write and perform their own raps. As a class, they listen to some raps and poems and learn about the differences between rap and poetry. They focus on the features of rap performance and look at some of the poetic language rappers can use to give power to their raps, as well as looking at how raps are constructed. After some teacher modelling, they look at ideas for topics for raps, before developing and writing their own. Time is given at the end of the unit for the children to practise performing their raps with beat accompaniment. The raps are then performed to an audience.



## Mathematics:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Number – Place Value</b> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.  Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.  Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.  Solve number problems and practical problems that involve all of the above.  Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.			<b>Number- Addition and Subtraction</b> Add and subtract numbers mentally with increasingly large numbers.  Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		<b>Statistics</b> Solve comparison, sum and difference problems using information presented in a line graph.  Complete, read and interpret information in tables including timetables.		<b>Number – multiplication and division</b> Multiply and divide numbers mentally drawing upon known facts.  Multiply and divide whole numbers by 10, 100 and 1000.  Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.  Recognise and use square numbers and cube numbers and the notation for squared ( $^2$ ) and cubed ( $^3$ )  Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.  Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.  Establish whether a number up to 100 is prime and recall prime numbers up to 19		<b>Perimeter and Area</b> Measure and calculate the perimeter of composite rectilinear shapes in cm and m.  Calculate and compare the area of rectangles (including squares), and including using standard units, $\text{cm}^2$ , $\text{m}^2$ estimate the area of irregular shapes.		<b>Consolidation</b>	

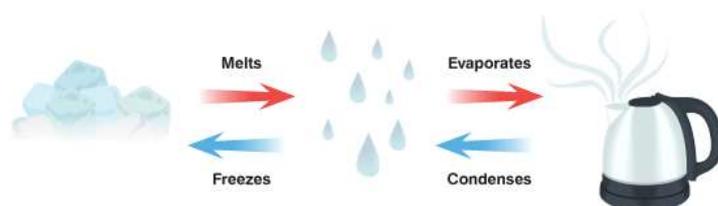
## Science

### Materials and their Properties & Changing State

This term we will be focussing on the properties of materials and reversible and irreversible changes.

They will be:

- comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- learning how some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- using our knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- identifying reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrating that dissolving, mixing and changes of state are reversible changes
- explaining that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



## Computing

- **Coding:**
  - The children will continue to develop their computer coding skills ,using Espresso to explore how computers use numbers to represent different things, and Scratch to create a mathematics quiz.
- **Multimedia and word processing:**
  - Using Microsoft Word, the children will publish and edit their non- chronological reports created in English.
- **E-safety:**
  - At the start of term the children will revisit the school's e-safety code of conduct and sign it in agreement. The children will explore what constitutes cyber-bullying and visit selected anti-bullying websites during anti-bullying week
  - Children will learn that online behaviour can have real life negative effects on other people.
  - E-safety lessons will emphasise that we must take responsibility for our own actions online, regardless of what other people are doing.

## Topic: Battle for Britain, World War 2

A History unit of study focusing on a significant turning point in British history, and the impact of war on London and our local area

- **History:** exploring a significant turning point in British history (the battle of Britain); local history – London's evacuee children and the Blitz; investigating significant figures of the period e.g. Winston Churchill
- **Geography:** using maps and atlases to locate countries, and parts of the world that were affected by the course of events during the world wide conflict
- **Art:** exploring and recreating the work of significant war artists, design and create poppy wreaths and silhouette battlefield scenes
- **DT (Cooking and Nutrition):** Investigating the Dig for victory campaign and rationing and exploring a typical wartime diet. We will use food that was rationed to create carrot cookies.
- **DT:** Looking at how Anderson shelters were designed and built. Planning our own Anderson shelter models and building and evaluating them.
- **Music/PE:** wartime songs & dances



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## PE

- **Invasion games:**

The children develop and improve their defending, attacking and team play skills. They explore ways in which to attack and defend and play mini versions of invasion games. In all games the children should think about using skills, strategies and tactics to outwit the opposition, entering their opponent's territory with the ball and looking to get into a good scoring position.
- **Gymnastics:**

The children will focus on creating longer sequences to perform for an audience. They use a wider range of body shapes and actions and explore more difficult ways to perform. They will do a lot of work with a partner or small group, using skills and abilities in combination and in sequence, with the aim of showing as much control and precision as possible.
- **Dance:**

During the Blitz- The children perform a dance set in London, at the beginning of the Second World War. It starts with the declaration of war against Germany and subsequently the first air raid siren is heard. This unit of work will also incorporate dance in accompaniment to World War 2 sing songs.

## Spanish

- ¡Que aproveche! (Enjoy your meal!) In this unit children learn names of food and drink related to packed lunches and break time snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with Bastille Day. Children practise following and creating their own recipes.
- Yo soy músico ('I am the Music Man'). In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a performance and explain what musical instrument they are going to play.

## PSHE (Personal, Social and Health Education)

- Keeping Safe: Out and about: Being safe near roads, rails, building sites and around fireworks. Coping in an emergency. Problems that can occur when someone goes missing from home.
- Fun, food and fitness: The factors that influence people's food choices. Food adverts can be misleading. Media influences of fun food and fitness.

## Music

- Journey into space: Children will be able to identify and use clusters to create atmosphere through music.
- Songwriter: Compose a melody with different moods and rhythm.
- Key Stage 2 Singing Practice: This will take place on a Friday afternoon. The children will learn new songs for Mass and will be learning carols for the Christmas Concert after the October half term break.

## Ways you can help at Home:

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| <ul style="list-style-type: none"><li>☺ Homework is distributed on Monday and will involve spelling activities and weekly maths mastery work. In homework books you will find a summary of the spelling work and some maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.</li><li>☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.</li><li>☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.</li><li>☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.</li><li>☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.</li></ul> | <ul style="list-style-type: none"><li>☺ Children are expected to read every night for at least twenty minutes. Reading logs are to be filled in by the child and signed by the caregiver. Fostering an enjoyment to read and increasing the frequency of reading are priorities in Year 5. Feel free to make comments in the log book. Even though Year 5 children are independent readers, it is still important that they read aloud to an adult two to three times a week, this fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.</li><li>☺ All children in year 5 should aspire to achieve mastery of the times tables and their related division facts up to 12 x 12. If your child has not yet reached this target, please continue to learn and practise these at home.</li><li>☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.</li></ul> |
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## Other Information:

- **Can you help?** If you think you can help in any way with the topic we are doing this half term (World War Two), please talk to the class teacher.

**Thank you for your continued support.  
Miss Connolly and Miss Williams**