

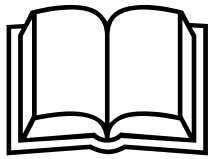


## Deanery C.E. Primary School

Programme of Work in Year 5  
AUTUMN TERM 2018

English and maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for English and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

English



### **READING**

The reading curriculum in Year 5 is based on a wide range of high-quality fiction, poetry and non-fiction that the children might not necessarily choose for themselves. This provides opportunities for the children to apply their developing reading skills. Children are also given opportunities to choose their own books that will develop their personal tastes. The Year 5 reader needs to understand how perceptions can change with a different viewpoint. They consolidate their research and study skills so that they can locate and retrieve information efficiently.

### **WRITING**

Year 5 is marked by growing confidence, control and fluency in writing fiction and non-fiction. Talking and reading continue to provide the foundation for writing, while the New Curriculum focuses teaching around the main areas of composition, transcription, grammar and punctuation. Teachers also emphasise the purpose and audience for different forms of writing, encouraging the children to be adventurous wherever possible.

### **CREATIVE WRITING**

This weekly session will continue to develop children's writing, encouraging the application of individual writing targets and utilising teaching strategies around VCOP (Vocabulary, Conjunctions, Openers and Punctuation).

### **SPELLING**

In Year 5 children learn banks of more advanced words that have certain spelling rules or common suffixes and prefixes. These words are reflected upon in the work they do in class.

### **HANDWRITING**








Children will be taught to use neat, joined and legible handwriting in dedicated practice sessions. They concentrate on increasing their accuracy at speed.






Maths



In Year 5, children solve one step and two step problems involving real life and money. They choose and use the method of calculation they think is appropriate. They continue to find fractions of quantities and recognise equivalence. Teachers will provide the children with opportunities to develop mental strategies further to use in their calculations. Children will also explore patterns, properties and relationships and propose a general statement involving numbers or shapes, identifying examples for which the statement is true or false.

They use efficient written methods to add, subtract, multiply and divide whole numbers and decimals. Children construct and visualise shapes with increasing accuracy and develop their understanding of perpendicular lines. They will develop further their understanding of place value and mathematical vocabulary for all areas of mathematics. They are able to interpret a reading that lies between divisions on a scale. They can represent their data on bar charts and identify the mode from frequency diagrams. Children recall ALL multiplication tables to 12 x 12 and derive the associated division facts.

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| <p>Science</p>    | <p><b>Properties and Changes of Materials –</b><br/> Understanding, comparing and grouping materials according to their properties.<br/> Understanding the process of dissolving and forming a solution<br/> Use a range of methods and equipment to separate different materials<br/> Investigate reversible and irreversible changes of materials<br/> <b>Working Scientifically –</b><br/> Planning different types of scientific investigations, taking measurements with increasing precision and accuracy, recording results in a range of ways, making predictions and drawing conclusions</p>   |
| <p>R.E. </p>  <p>Individual liberty<br/> The rule of law<br/> Respect and tolerance for different faiths and beliefs.</p>                    | <p><b>Islam: Rites of Passage</b><br/> We will study how Muslims mark important milestones in their journey of faith, how they express their faith and beliefs and develop our understanding of their acts of worship.<br/> <b>Christianity: Incarnation</b><br/> We will be asking the question “Why does Christmas matter to Christians?” We will be exploring the celebration of Jesus’ birth and the concept of thankfulness and gratitude in the story and beyond. We will identify how people’s qualities (eg. unity and harmony; inclusion; fairness; justice; mercy) can be shared with others in a way that is reflective of the example set by Jesus.</p>   |
| <p>P.E. </p>  | <p><b>Gymnastics –</b> children will create and perform sequences to an audience, using a wide range of actions.<br/> <b>Stomp -</b> children will create rhythmic dance moves in groups which at the same time generate a musical motif and demonstrating good communication and team work.</p>  |
| <p>I.C.T. </p>  | <p><b>We are game developers –</b> Children will develop their knowledge of programming by planning their own simple computer game. They will design characters and backgrounds and create a working prototype which they will develop based on feedback they receive.</p>  |
| <p>Creative Curriculum</p>   <p>Individual liberty<br/> The rule of law<br/> Respect and tolerance for different faiths and beliefs.</p> | <p><b>Walls &amp; Barricades</b><br/> In <b>Society</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Finding out about the Berlin Wall, discussing and exploring the feelings and emotions caused by it.</li> <li>• Exploring the importance and significance of the Western Wall for the Jews and the centuries-old tradition of leaving a note with a prayer or request in the wall.</li> </ul> <p>In <b>History</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Investigating the overnight appearance of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change.</li> <li>• Learning about and creating fact files demonstrating knowledge of significant walls in history. (Hadrian’s Wall, Great Wall of China, the Western Wall, Berlin Wall)</li> </ul> <p>In <b>Geography</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Locating Hadrian’s Wall using an OS map and learning about surrounding geographical features.</li> <li>• Finding out about igneous rock and investigating other natural defences provided by the location of Hadrian’s Wall.</li> <li>• Comparing and contrasting different types of geographical images of the Great Wall of China.</li> </ul> <p>In <b>Art</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Reviewing the history of graffiti, making links to the Western side of The Berlin Wall.</li> <li>• Developing skills and techniques to create a piece of graffiti artwork</li> </ul> |

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|  | <p>depicting a social message.</p> <p>In <b>Design and Technology</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Exploring the significance of barriers in the city of Berlin and relating their purpose today on the global stage and in a local context. We will be designing and making barriers to fulfil a real life purpose. Children will evaluate each process and consider future improvements.</li> </ul> <p><b>Rivers</b></p> <p>In <b>Geography</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Finding out how and why the shape of a river is always changing.</li> <li>• How a river changes the land through which it flows.</li> <li>• What happens when a river floods.</li> <li>• What uses people make of rivers.</li> <li>• Discovering the importance of rivers in the everyday life of people across the world</li> <li>• Examining the effect of river management for communities and for countries when rivers are dammed.</li> </ul> <p>In <b>Science</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Finding out where water comes from – water cycle.</li> <li>• How water is filtered and cleaned.</li> <li>• How water can be used to make power.</li> </ul> <p>In <b>Technology</b>, we will be:</p> <ul style="list-style-type: none"> <li>• Finding out how bridges are built and using this knowledge for the “The great bridge-building challenge!”</li> </ul> |
| <p>Music</p>   | <p>We will be composing our own pieces of music and developing our singing skills through the accompanying lyrics. Children will gain understanding of beats, rhythms and melodies.</p>  |
| <p>P. S. H. E.</p>   <p>Individual liberty<br/>The rule of law<br/>Respect and tolerance for different faiths and beliefs.</p> | <p>The Dot Com programme is built on the core process of Protective Behaviours, which has as its main themes: ‘We all have the right to feel safe all the time’, and ‘We can talk with someone about anything, even if it feels awful or small’. Implicit in this is that people have a right to feel safe with <u>us</u>.</p>  <p>The year 5 Dot Com programme teaches children that we are all different, how to get on with others, how to respond to pressure from friends, what happens if a friend asks them to keep an unsafe secret. It covers fear, crime, weapons, changing school, organising free time, positive thinking, and being responsible. It also looks at issues of bereavement, bullying, social media, making decisions, speaking out, and resolving disputes.</p>   |
| <p>Homework</p>   | <ul style="list-style-type: none"> <li>• Children should <b>read</b> for a minimum of <b>15 minutes each night</b>.</li> <li>• <b>Maths</b> homework will generally be set online on Mymaths. <b>This will be set on a Friday and due in the following Friday.</b></li> <li>• Children’s <b>English</b> homework will follow a three-week pattern; one week will be a written piece, the following week will be a punctuation and grammar based activity and the final week will be reading comprehension. <b>English homework is set on Fridays and due in the following Wednesday.</b></li> <li>• Children will complete one project during the year. At this time, project work will replace the usual English homework; children will not be expected to do both.</li> <li>• There will be a weekly <b>spelling</b> test that will begin 2-3 weeks into the first half term. <b>Spellings will be sent out on a Wednesday and tested on the following Tuesday.</b> Children should be encouraged to learn the spelling rules (as opposed to just the words themselves) in order to boost their retention of the spellings set.</li> </ul>  |