

<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;"><b>Properties and changes of materials</b></p> <p>Science Objectives</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain 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</li> </ul>	<p>P.E</p> <p><b>Cheerleading</b></p> <ul style="list-style-type: none"> <li>External coaching – with a performance of the routine at a festival with other schools from the Hebburn Cluster.</li> </ul>	<p style="text-align: center;"><b>R.E</b></p> <p><b>How do Sikhs express their beliefs?</b></p> <p><b>What are the themes of Christmas?</b></p>	<p style="text-align: center;"><b>ART AND DESIGN:</b></p> <p style="text-align: center;"><b>Painting</b></p> <p>*Creating layers in paintings. *Exploring contrasting colours in paintings inspired by Fauvist paintings. *Mixing, matching and extending patterns.</p>	<p style="text-align: center;"><b>History</b></p> <p><b>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor, beginning at the first Viking invasion</b></p> <p>Why was King Alfred great? Who was Edward the Confessor? Why was his death significant?</p>
<p style="text-align: center;"><b>ENGLISH:</b></p> <p><b>A modern re-telling of a myth/dilemma story</b> <b>Key Fiction text:</b> 'Bling!' by Jon Blake <b>Writing outcome:</b> To write a diary entry in role as Billy, explaining the final events of the story. *Write a story about a magical creature granting wishes. *Write a letter to Billy to persuade him that you are more valuable than the Gold maker. <b>Recounts</b> <b>Key Non-fiction text:</b> 'Bravery Award for Fire Hero Boy', 'Newshound', 'Beach Bonanza!' <b>Writing outcome:</b> To write a newspaper recount that is suitable for a younger reader. <b>Grammar focus:</b> Relative Clauses <b>Handwriting</b> Using 'PENPALS' pupils will be taught to: • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.</p>		<p><b>YEAR 5</b> <b>Autumn 2<sup>nd</sup> Half</b></p> <p><b>The Vikings</b></p>	<p style="text-align: center;"><b>MATHEMATICS:</b></p> <p><b>Fractions including decimals.</b> Read, write, order and compare decimal with up to three decimal places.</p> <p><b>Addition and Subtraction</b> Add and subtract whole numbers with more than four digits using formal written methods. Use these methods to solve word problems, including multi-step word problems.</p> <p><b>Multiplication and Division</b> Multiply numbers up to four digits by one or two-digit numbers using formal written methods. Use these methods to solve word problems, including multi-step word problems.</p> <p><b>Statistics (Line Graphs)</b> Solve comparison, sum and difference problems using information presented in a line graph</p> <p><b>Properties of shape; and position and direction</b> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><b>Area and Perimeter</b> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p>	
<p style="text-align: center;"><b>COMPUTING</b></p> <p style="text-align: center;"><b>E-Safety</b></p> <p>Children are able to discuss the risks of using the internet and identify ways of protecting themselves. What is meant by a private profile? Who do you speak to line? How do you protect yourself online? What do you do online, which sites do you use?</p> <p style="text-align: center;"><b>Control</b></p> <p>I know that all software executed on digital devices is programmed I know that a range of digital devices can be considered a computer. I know and can use a range of input and output devices. I know that computers collect data from various input devices, including sensors and application software.</p>	<p style="text-align: center;"><b>DESIGN AND TECHNOLOGY:</b></p> <p style="text-align: center;"><b>SPACE : SUNDIALS</b></p> <p><b>DESIGN</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>MAKE</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <b>EVALUATE</b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p style="text-align: center;"><b>French</b></p> <p style="text-align: center;"><b>Sport</b></p> <p>Children will develop skills and understanding linked to learning names of and about sports in France. They will give opinions linked to statements that will require agreements and disagreements, learn more –er verbs (singular and plural) and have fun making silly sentences. Reading and writing skills will be developed linked to letter work based also on sports and children will experience the story of 'Loulou et Roger' and the use of negatives.</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Roundabout</b></p> <p style="text-align: center;"><b>(Exploring Rounds)</b></p> <p>This unit develops children's ability to sing and play music in two (or more) parts. They explore the effect of two or more pitched instruments sounding together (harmony). They will experiment with clusters of pitched notes and make concord and discord combinations. They will play melodic ostinati, drones and single note accompaniments <i>Christmas</i></p>	

## General Notices and Information

### Reading Books and Purple Diaries

Purple diaries need to be in on a **Monday**.

Children will have an opportunity to change their reading book on a **Tuesday** and **Friday**.

### Library Books

Children will be choosing a library book on a **Monday**. It is important that it is returned each week.

### Homework

Monday - Spelling Homework (**Due in on Friday**)

Friday - Curriculum Homework (**Due in on Monday**)

### PE

Thursday - (White t-shirt, Black shorts, Plimsolls)

Children **must** have earrings covered or removed at home on these days.

### Water bottles

Should be in school daily.

### Other

Can you make sure that your child attends school with the appropriate clothing? All children should have a coat in school for outdoor playtimes and lunchtimes.

## SPECIAL DIARY DATES

CLASS VISIT TO THE LIBRARY

Monday 30<sup>th</sup> November (morning)

History Visitor

Thursday 3<sup>rd</sup> December (afternoon)

Please remember if you have any worries concerns or want to share good news from home, the door is always open to arrange to meet with me.

**We look forward to a happy, successful year of learning in Year 5.**