Welcome to Year 5!

Mr Atkinson and

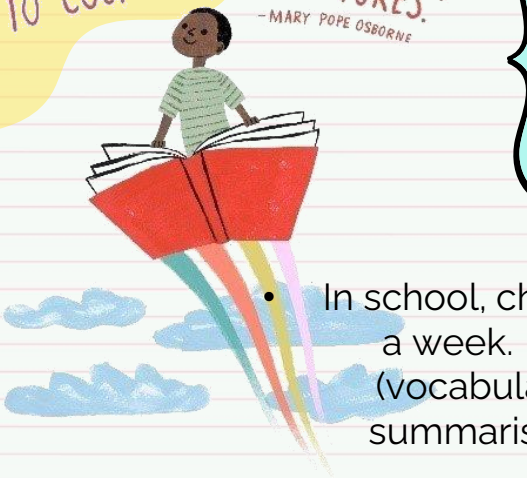
Mrs McDonald

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Key Texts	Theseus and the Minotaur Harry Potter and the Philosopher's Stone	Perseus and Medusa Wonder	Alma	Extracts from Boy in the back of the Class	Smaug Coral's Diary	The Highwayman
Spine Texts	Wonder	Who let the Gods Out	Artemis Fowl	Cosmic Boy in the back of the Class	Son of the Circus: A Victorian Story	Street Child
English	Setting Description Greek Myths	Greek Myths/ Characters/ Persuasive Writing	Suspense/ Information	Dialogue Explanation Texts	Action Recount	Poetry Openings and Endings
Maths	Place Value/Addition and Subtraction	Multiplication and Division/ Area and Perimeter	Multiplication and Division/ Fractions	Fractions, Decimals and Percentages	Decimals/ Properties of Shape/ Position and Direction	Statistics/ Converting Units/ Consolidation of Number
Science	Can you feel the force?	Can you feel the force?	Mission Survival: Can you clean "toxic" water?	Will the Moon be a future holiday destination?	Do all animals & plants start life as an egg?	How different will you be when you are as old as your grandparents?
Computing	Coding - Variables Online Safety	Digital Literacy - passwords Online Safety	Online Safety IT – Communicate and Collaborate	Online Safety Coding – Conditional Events	Online Safety Video Competition	Online Safety Computer Science: Let the music flow.
History	Has the legacy left by the Ancient Greeks improved our society today?	Has the legacy left by the Ancient Greeks improved our society today?			Did life improve for all in the Victorian Era?	Did life improve for all in the Victorian Era?
Geography	Map Skills Europe and Greece	Map Skills Europe and Greece	OS Map or Sat Nav – what would you rather use to get to Hythe?	OS Map or Sat Nav – what would you rather use to get to Hythe?	Map Skills British Empire	Map Skills British Empire
Art	Typography and Maps	Greek Pottery	Making Monotypes	Still Life Drawings	Set Design	Collage
DT	Ancient Greek Mask Making	Ancient Greek Mask Making	Things to help you navigate?	Things to help you navigate?	Victorian Toys	Victorian Toys
R.E	What do Muslims believe in and why?	What is a pilgrimage?	Compare and contrast between a Hindu and Islam pilgrimage?	What evidence do Christians base their beliefs upon?	Why was Guru Gobind Singh important?	What are the challenges of living a Christian life today?

Weekly timetable

- Every morning, children will complete maths and English lessons, including arithmetic practise, reasoning work guided reading, writing and grammar.
- Children will be taught some P.E. lessons by specialist teachers.

"READING IS A PASSPORT TO COUNTLESS ADVENTURES."
-MARY POPE OSBORNE



Reading

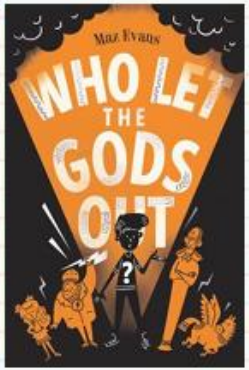
BOOKS TRAIN YOUR imagination TO THINK big!

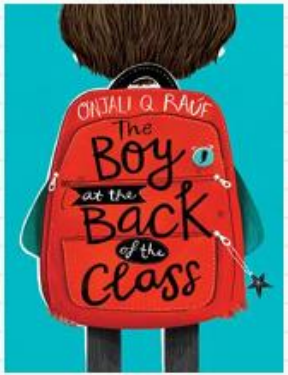
- In school, children will have guided reading sessions three times a week. In these sessions, we will focus on different skills (vocabulary, inference, prediction, explaining, retrieval and summarising) that the children need to develop to become fluent readers.
- Children should read at home everyday. Reading is an important life skill and should also be an incredibly enjoyable activity.
- Children should read a variety of text types which interest them and gives them pleasure to read.
- Children might also use appropriate texts to support them in learning to read, which will be sent home with them if required.

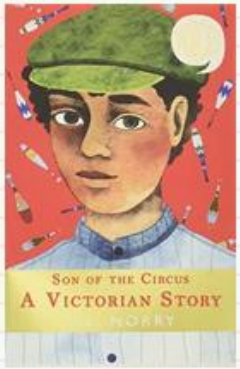
Reading IS dreaming WITH Open Eyes

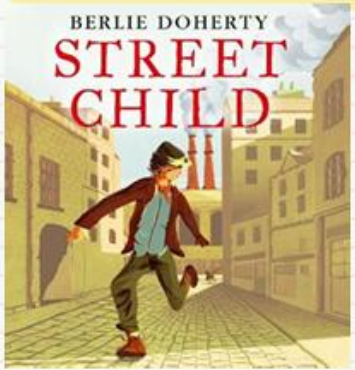
Reading Spine

- These are the books we will be reading for pleasure during the year with the children. We will read to the children every afternoon.









- To help encourage reading for pleasure, you could: read books to and with your child, visit the library and let them choose books; let children re-read favourite books; create artwork etc linked to their favourite stories; complete the reading challenge.

Writing

- We use a tailored version of Talk for Writing, which is a scheme of work which aims to teach the children to become fluent writers.

- One of the key elements is the model text, which is a short piece of writing which we learn together as a class. It models key grammar, sentence structure and style features that we be explicitly taught.

- In lessons, we use 'short burst writing' and shared writing to practise the key skills. These are short writing activities which are completed within a lesson. Over a series of lessons, the children build up these skills before then applying them in longer pieces of work.

Spelling

- Each week, we will focus on a different spelling pattern (e.g. homophones, ‘cious’). We will study these patterns in class during the week, practising the spellings through dictation exercises.

- There will be two lists of spellings: one which focuses on the spelling pattern with familiar words and another which uses slightly higher-level vocabulary. It is vital that your child knows the meaning of any of the words on the second list if they choose to learn them so that they can apply and use them in their own writing independently.

- The main way spelling is assessed is through correct use of the taught spelling patterns within independent writing.

Maths

- We follow the White Rose Maths scheme. This is a scheme that has been created by maths professionals with the aim to teach children mastery of maths – both the skills and the ability to reason using these skills. Although we do not use the videos, we use slides and teaching methods based off the videos. They can be accessed at : https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-5-new&term=autumn

- Each maths lesson will focus on the next step the children need to master a topic and will involve practising of skills and reasoning.

- Children should spend some of their homework time practising times tables.

The **White Rose Maths** schemes of learning

Teaching for mastery

Our research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.

Putting number first

Our schemes have number at their heart.
A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum.

Depth before breadth

Our easy-to-follow schemes support teachers to stay within the required key stage so that children acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks.

Working together

Children can progress through the schemes as a whole group, encouraging students of all abilities to support each other in their learning.

Fluency, reasoning and problem solving

Our schemes develop all three key areas of the National Curriculum, giving children the knowledge and skills they need to become confident mathematicians.

Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

Concrete

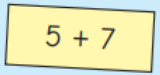
Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.

Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete.
Visualising a problem in this way can help children to reason and to solve problems.

Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.



If you have questions about this approach and would like to consider appropriate CPD, please visit www.whiterosemaths.com to find a course that's right for you.

Powers of 10

Reasoning and problem solving

The Gattegno chart shows the answer to a calculation using powers of 10

1,000,000	2,000,000	3,000,000	4,000,000	5,000,000	6,000,000	7,000,000	8,000,000	9,000,000
100,000	200,000	300,000	400,000	500,000	600,000	700,000	800,000	900,000
10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

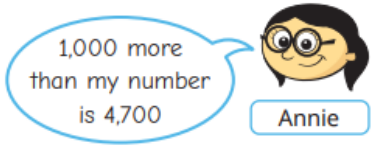
Find two integer calculations using powers of 10 that give this answer.

Give your answers as calculations, for example:
_____ × (or ÷) _____ = _____ and sentences such as "_____ is 10 times (or one-tenth) the size of _____".

Compare answers with a partner.

various possible answers, e.g.
6,830 × 10 = 68,300 68,300 is 10 times the size of 6,830
6,830,000 ÷ 100 = 68,300
68,300 is one-hundredth the size of 6,830,000

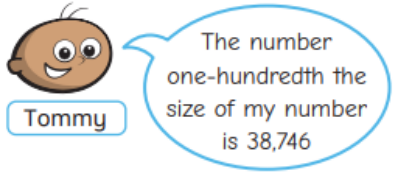
Annie is thinking of a number.



What number is 1,000 times the size of Annie's number?

3,700,000

Tommy is thinking of a number.



What number is 100 less than Tommy's number?

3,874,500

Maths

- There are many resources online that can help. Some of the ones that we think you may find useful:
  - White Rose example questions - https://whiterosemaths.com/parent-resources
  - White Rose videos explaining topics - https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-5-new&term=autumn

  - Times Table Rock stars
  - Hit the Button - https://www.topmarks.co.uk/maths-games/hit-the-button

Homework

- Homework is designed to support and consolidate the learning in class. We will be giving the children 2 homework books to record their homework: a squared maths book and a lined book.

- Homework: Set Thursday, due in Tuesday.

Notes

- 30 minutes maximum should be spent on a task, reasonably independently. Please comment in the homework book if you have any struggles or speak to me on the playground after school.

Topics (history and geography)

Ancient Greeks

Has the legacy left by the Ancient Greeks improve our society today?

OS Map vs Sat-Nav

OS Map or Sat-Nav: What would you rather use to get to Hythe?

Victorians

Did life improve for all during the Victorian era?

Ancient Greece Big question: Has the Legacy left by the Ancient Greeks improved our Society today?

Diagram – Map of Ancient Greece

Map of Ancient Greece

Greece's position next to the sea (there are over 1400 islands) meant Ancient Greeks were a seafaring people. Trade between the islands led to the creation of 'city-states' (polis). Each city-state was ruled by a powerful city, led by a ruler or (later) government. Greece is a warm country, but winds from the Mediterranean, and rains from the north, kept temperatures livable and created fertile farming conditions.

Can we learn anything from Greek myths and legends?

Ancient Greek Gods

Zeus

Zeus was the king of the Greek gods, who lived on the Mount Olympus. He was also the god of the sky and the god of thunder. He was married to the goddess Hera and his symbol was the lightning bolt. Zeus was believed to be able to control the weather, creating huge storms. It was thought that he could change people into animals as punishment. His two brothers were Hades and Poseidon.

Hades

Hades (brother of Zeus and Poseidon) was the God of the Underworld. He was normally depicted as having a pitchfork and his three-headed dog, Cerberus. He rode a chariot pulled by black horses. The Underworld was where dead people went in Greek Mythology. Hades originally wasn't happy about this, until Zeus reminded him that it meant that all people would eventually be his subjects!

Poseidon

Poseidon (brother of Zeus and Hades) was the God of the sea, earthquakes, and horses. Along with his brothers, he was one of the three most powerful gods. As god of the ocean, he was especially important to sailors and fisherman. He was usually pictured with a trident, curly hair, and a beard. It was thought that Poseidon could create sea storms to ruin ships, or clear weather to help them along.

Hera

As the wife of Zeus, Hera was considered as the queen of Mount Olympus. She was most often considered to be the goddess of women, marriage and childbirth. She was normally pictured wearing long flowing robes and a crown, and holding a scepter. The women of ancient Greece prayed to Hera during childbirth, and to aid them through their marriages. As wife of Zeus, she also had power over the skies.

Apollo

Apollo was the Greek God of music, poetry, light, prophecy and medicine. He was often pictured as a handsome athletic youth with curly hair. Items associated with him are his bow and arrow and his lyre. It was believed that he could see into the future, and heal people. As a punishment, he could bring people illness and disease.

Aphrodite

Aphrodite was the Greek God of love and beauty. She was famous for being the most beauiful of all of the Goddesses. She was often shown as being a beautiful young woman with an apple, scallop shell, dove or swan. It was said that Aphrodite had a belt, which made people fall in love with the wearer. Fighting couples would look to Aphrodite to help them fall in love again.

What do artefacts tell us about life in Ancient Greece?

Alexander the Great

Key Vocabulary

legacy	Things or ideas that are passed down from one generation to another
culture	The beliefs, customs, arts etc. of a particular society, time, place or group
government	The system used for being in charge of a country
democracy	When decisions are made by the **majority** of its people
science	The nature and behaviour of natural things and the knowledge we obtain from them
mathematics	The study of numbers and how they relate to each other and the real world
architecture	The art and science of designing and creating buildings
philosophy	Ideas about knowledge, right and wrong, reasoning and the value of things
Olympics	A series of athletic challenges that takes place every four years
literature	Written works, especially those considered of merit
Athens	The largest and most powerful city state
Sparta	A military city state surrounded by mountains to protect it from invaders
empire	Many countries that are ruled by one leader
Parthenon	An important Greek temple (religious building) in Athens

776BC	750BC	570BC	508BC	450BC	432BC	336BC	146BC
The first **Olympic Games** takes place	Early Greek **culture** thrives **Homer** writes The Iliad and The Odyssey.	**Pythagoras** is born He makes major breakthroughs in science and maths	**Democracy** begins in **Athens**, giving greater power to the people	**Athens** becomes a powerful city and controls an empire	The **Parthenon**, the most famous building in Athens, is completed	**Alexander the Great** is king and helps the Greek **Empire** expand further	Rome conquers Greece, making it part of the Roman Empire

Science topics

Forces

Can you feel the force?

Properties of Materials

Mission Survival: Can you clean toxic water?

Space

Will the moon be a future destination?

Living Things

Do all animals and plants start life as an egg?

Animals including humans

How different will you be when you are as old as your grandparents?

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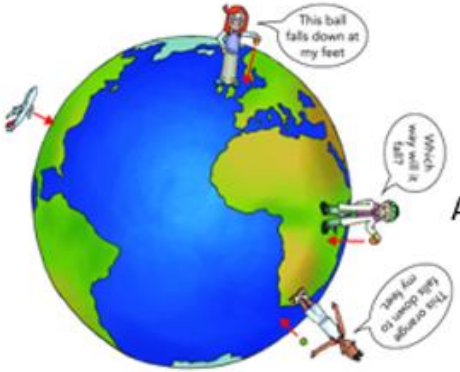
Knowledge Organiser – Forces (Science Year 5) – Can you feel the force?

Farnborough Primary School

Key Vocabulary	Definition
Gravity	Natural attraction between physical bodies.
Air resistance	Frictional force of air pushes against a moving object.
Water resistance	Frictional force of water pushes against a moving object.
Friction	Resistance to movement of one object moving against another.
Levers	Strong bars that are used to lift and move something heavy.
Pulley	Simple machine for moving heavy objects up or down, consisting of a small wheel over which a rope or chain is attached to the object.
Gears	Part of machines that meshes with another toothed part to make things move or to change speed or direction.

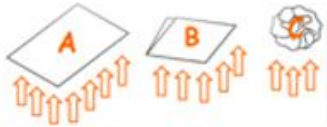


The force of gravity causes objects to be pulled towards the (centre of the) Earth. As the mass of the Earth is larger than the object, it falls towards it.

Mass	Weight
HOW MUCH 'STUFF' SOMETHING HAS	THE FORCE OF GRAVITY ON A MASS
MEASURED IN KILOGRAMS	MEASURED IN NEWTONS
REMAINS CONSTANT	CHANGES DEPENDING ON GRAVITY

Calculating weight: **Weight = mass x gravity**

Friction between the object and air acts in the direction opposite to motion.



Air resistance is an upward force exerted on falling objects.

Supporting all children

Within every lesson, we teach children using many different strategies and use a number of resources based on each child's needs

Lessons are always differentiated so that every child can access learning, make progress and be challenged further.

We ensure that extra groups to support a child / children take place to progress their learning further and confidence within lessons. This support might be during lessons and/ or separately, when appropriate.

Visits and Visitors

British Museum

Friday 17th October

Hythe

Tuesday 24th March

Bushcraft
Penshurst Place

Thursday 21st May – Friday 22nd May

We will be organising further visits and visitors throughout the year

Year 5 information

- Please do not hesitate to catch me on the playground if you have any questions about anything.
- Let's have a great year!

Any Questions?