



Year 5

Guide To
Autumn Term 1

2017







Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a driving question to get us thinking. We have listed the **main** curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will be...

“World at War: For Better or Worse?”

History: *History will underpin our first topic and our year will begin with the memorable Evacuee and Home front Days, when the children will dress in role as WWII evacuees. We will welcome historians, Corporal Vincent and Bunty, to share their wealth of knowledge as well as artefacts to support the children's learning. Activities will include darning old socks, cooking, drill and dancing the Lambeth walk, all of which will culminate in a VE Day celebration feast. We will then use the thought provoking book “Letters from the lighthouse” to support children’s reading and writing. . To complement this, the children will become cryptographers and be introduced to a variety of codes, including Morse code. With sensitivity, we will explore the Holocaust and link this to individual or group rights across history.*

Geography: *We will be using world maps to plot the axis and allies of world war 2 and find the key areas of conflict.*

English: *We will become ‘authors’ and write a story from the point of view of an evacuee. The children will plan, draft and write their stories using the historical knowledge they have researched and explored during this topic.*

Art: *We will be studying the work of Henry Moore and exploring the poppy motif developing skills in different media to produce poppy pictures.*



Mathematics:

Our main objectives are to:

Number – Place Value

- *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.*

Number- Addition and Subtraction

- *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*



Year 5 news and information

The team:

Key Stage 2 Phase Leader: Mrs Tedbury

Aspen Class: Mrs Arnold

Rowan Class: Mr Trahern (Monday and Tuesdays) & Mrs Lowe (Wednesday-Fridays)

Mrs Mills (Learning Support Assistant)



Exciting days, trips and visitors:

Home Front Day Thursday 7th September 2017

Evacuee Day Wednesday 13th September 2017



PE Days:

Mondays: indoor PE

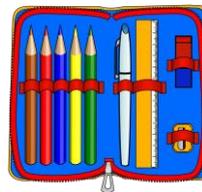
Friday: outdoor PE



NB: We ask that your child has their PE kit in school every day as there may be unforeseen timetable changes or additional activities planned. Please ensure this comes straight back into school if they take it home after a sports club.

Coats/snacks/drinks and equipment:

Please ensure your child has appropriate clothing for cold/wet weather as we will often still go out when it is raining and remember to ensure they have a separate jumper for outdoor PE. We ask that every child has a water bottle in school and that break time snacks are put in the class box as soon as they come in in the morning. Children only need one pencil case in school and this must fit into their drawers.



Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns; our doors are always open.

Homework



After considering responses to our homework survey we have made some changes to our policy. Homework is non-statutory and, as previously, there is no requirement to complete a set amount each week.

Our minimum expectation is that all children should read regularly, ideally every day. Spelling and mental/oral maths practise is also important and homework for these two areas will also be set regularly.

Reading

At Summerlea we are positively promoting reading for enjoyment. We want all children to love reading and be able to talk about books they have enjoyed or learned from! Every half-term our school-wide theme will change and we are encouraging children to choose and share texts that fit this in the hope they will be exposed to different types of stories, styles and authors.

This half-term's theme is... **Animals**

Reading and understanding a full range of text types and authors will not only bring pleasure but can also develop comprehension, spelling and writing skills. Encourage your child to share and talk about texts with you, visit your local library, hear them read, read to them and enjoy!



Spellings

Spellings will be set every two weeks and sent home in a small book.

There will be 7 words from our pattern we are learning at school and also 3 individual words that the children choose from a set list or errors in their own work.

We have included a spelling strategy sheet to give you a few ideas on how to practise these at home.



Maths

We encourage the practising of key mental maths skills and would like children to practise their number bonds, doubling and halving and times tables. More practice will lead to better retention!

Your child has their own Mental Maths Passport. In your child's passport is a list of times tables as well as our 'Around The World' objective list. Please spend time practising times tables and your child's Around The World target at home. You can tick them if you think your child has achieved a times table or Around The World target. They will be regularly checked and assessed in class.



6 things to try before half term...

In addition, and in the same vein as the National Trust's '50 things to do before you are 11 ¾' we will provide a list of suggested activities, linked to the year group topic, your child might like to have a go at during the course of a half term. The suggestions are simply that; ideas to get you and your child thinking about fun and creative ways into exploring learning themes.

Design and make a game involving facts about World War 2. (board game, card game, memory game, observation game)

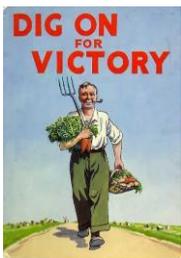


Create a fact-file about the life of a child during World War 2. This should contain facts about everyday life including evacuation, rationing, the Blitz.

What did people wear during war time? Create a page for a fashion magazine. Clothing was rationed, how did people make the most of what they had? Could you give some top tips for "make do and mend".



Create a secret code that could be used during war time. Write a message for the class to decipher. Find some information about code breakers during the war - How did they help the war effort? Research the "enigma" machines.



Dig for Victory was a government scheme to encourage everybody to grow food – design a poster to persuade people to start growing their own food. Find out some information about rationing.

You might like to try some recipes from the time – take some pictures or bring something in to share (no nuts, please).

How did people try to safe during air-raids? Find out about the different types of air raid shelters. You could draw or make a model of one.



***If you think of any more topic related tasks to do feel free!
We'd love to hear about, look at and learn from them.***

Preview/review

At the beginning of each half term, we would also like to invite your child to reflect on previous learning and look forward to new learning.

Last half term your big question was

“What would you settle for?”

What did you learn?

This half term our big question is

“World at war: For better or worse?”

What do you already know?

