

Reading

We will be teaching reading through a range of texts which support our writing. These will be read as part of our Literacy lessons where there is discussion about meaning and features used. Children take part in Guided Reading everyday which includes completing a reading comprehension (linked to the week's current Foundation subject), a 'reading challenge' about a particular text and a teacher led activity. All of these activities require children to extract information, understand it, make links with other books read and provide written answers.

Alongside our teacher assessment, we use Star Reader to formally assess children's understanding of texts read including definitions of words, retrieval and inference.

Some recommended reads are: Stone Age Boy, Wolf Brother, any non-fiction texts relating to the Stone Age. At the end of each day, teachers read a text chosen by the class to model reading aloud and for enjoyment.

Writing

Our children will be learning to write through our ROAD TO WRITING approach. Lessons will fully involve the children in their journey to becoming writers, by allowing them to 'see' the steps that they have to work through, to learn about different types of writing and to write independently in that style. It has a strong focus on audience and purpose, which will help the children to understand why a piece of writing is constructed and presented in a certain way. During Literacy lessons, children will be exposed to a range of texts of the same genre so success criteria can be gathered. They will then have discrete grammar lessons on areas identified by the teacher, before drafting sections ready for their 'Hot Task'. Children are regularly encouraged to reflect on their work against the Rubric and to identify these features in their own writing. This term, we will be writing a poem, a suspense story and instructions. Spellings will be given **once a fortnight** so there is enough time to understand, practise and embed these. They will take a copy of these home and are expected to learn these so they can use them in their writing.

Mathematics

The children will be learning through more practical and 'hands on' maths using the 'White Rose' Maths Scheme. This assessment period they will learn to identify multiples, factors, square/cube and prime numbers which will be useful when recapping and learning new written methods to multiply and divide. We will spend the second half of the term focusing on fractions. Children will be encouraged to reason and solve problems across all of these areas through the SOLO levels.



Science

During the first half term, children will be studying Forces include identifying forces, understanding gravity and discoveries by Isaac Newton, looking at the effects of air resistance and water resistance. Children will complete a project relating to these areas.

The second unit we will focus on is at Material World which involves describing properties of materials, reversible and irreversible changes and an investigation about insulators.

In each of the units, children will plan and carry out investigations where they will analyse results and draw conclusions.

Art/DT

Children will be looking at the significance and meaning of cave art from the Stone Age. They will be creating their own cave painting to replicate the time period.

In D.T, we will be making jam tarts. Children will be able to research and evaluate jam tarts, find out consumer preference and analyse their findings. They will then design jam tarts before creating, tasting and evaluating them.

Geography/History

In History, we will be studying the Stone Age which will include learning about food, clothes and homes. We will also In Geography, we will be Identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. We will learn to name and locate countries in each hemisphere.

Computing

We are following the 'Purple Mash' computing scheme which the children are familiar with. The children will be learning basic skills about **Game creator** which will involve setting the scene, create the game environment and game quest before sharing and evaluating theirs and peers' games.

Music

We will be following a scheme of work called Charanga. Our first topic will be singing 'Make You Feel My Love' followed by 'The Fresh Prince of Bel Air' after half term. They will listen with attention to detail, play and perform in solo and group context using their voices (being able to maintain their part) and understand how to breathe in the correct place when singing.

Languages

In French this term, we will be learning how to say the weather and items of clothing. This will involve listening, repeating then reading and writing words and phrases.



The Learning Pit

The Learning Pit or (Learning Challenge) is a seven-step process, which helps children, understand how their learning can develop. In effect, it challenges us to be stuck in our learning and to seek ways to climb out of the pit – utilising skills such as our Learning Dispositions.



Trips and Visits

We will be taking opportunities to take our learning outside in our local area whenever possible. In addition, we are looking to get a company in to school to support our learning in History this term.

Physical Education

This half term, we will be taught Football by Colchester United. This will involve controlling the ball, passing, how to gain possession of the ball which will all be applied to games.

In Gymnastics, we are focusing on control when balancing, fluently travelling between movements which will include rolls.

Religious Education

We will be following the Essex RE syllabus, with a specific focus on the Hindu and Christian Creation stories. We will be able to retell the stories, compare them and explain the similarities and differences between the religions. We will guide children to respond thoughtfully to a range of beliefs, teachings and practices of different faith communities.

UNICEF RIGHTS RESPECTING ARTICLES THIS TERM:

ARTICLE 28: EVERY CHILD HAS THE RIGHT TO AN EDUCATION. PRIMARY EDUCATION MUST BE FREE. DISCIPLINE IN SCHOOLS MUST RESPECT CHILDREN'S DIGNITY. **ARTICLE 29:** EDUCATION MUST DEVELOP EVERY CHILD'S PERSONALITY, TALENTS AND ABILITIES TO THE FULL. IT MUST ENCOURAGE THE CHILD'S RESPECT FOR HUMAN RIGHTS, AS WELL AS RESPECT FOR THEIR PARENTS, THEIR OWN AND OTHER CULTURES, AND THE ENVIRONMENT. **ARTICLE 3:** ADULTS SHOULD DO THEIR BEST FOR CHILDREN. **ARTICLE 6:** THE RIGHT TO LIVE AND GROW. **ARTICLE 17:** THE RIGHT TO INFORMATION.

Personal, Social, Health and Economic Education

We will be following a scheme of work called Jigsaw throughout the school. As a school community we will all follow the same topic pattern during the year. For the first half term our unit will be Dreams and Goals where we will focus on aspirations for the future and how these can be achieved. Next half term, our theme will be Healthy Me which will involve discussions and activities around how to keep our bodies healthy and the dangers of smoking and alcohol.

Practice at Home

To support your child at home, please:

- Read and discuss a text x 5 a week. Try to read a variety of texts (information texts, instructions, poems, research topics on the internet)
- Recall of times tables facts and mental/quick maths
- Writing (lists, stories, notes, posters of facts learnt)
- Complete the work to support the current learning in class

We will be out on the playground at the beginning and end of the school day. If you would like a longer discussion with us, please make an appointment at the school office. There are regular Open Mornings and Open School Afternoons for you to experience parts of the school day at both our sites.

Year 5 Curriculum Leaflet

Assessment Period 2

BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?

(CONCEPTS; DEMOCRACY, EDUCATION, ASPIRATIONS, RESPONSIBILITY)

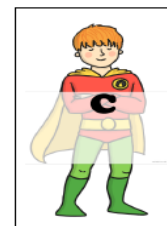
St John's Green Primary School



Learn to Live, Live to Learn

Teachers: Mrs. Wall, Mrs. Rowe and Mrs. Rayner

Learning Support Assistants: Mrs. Chapman, Mrs. Hunnable, Mrs Smalley



Collaborating Carlos

Work well together;
support each other.



Making Links Mollie

Make connections across all
areas of your learning.



Motivating Melinda

Be keen to succeed; try
your best.



Resilience Rex

Keep going even
when it's hard; never
give up.



Reflecting Roxy

Learn from experience; build
on your learning.

Learning Dispositions