




St John's Green Primary School

Learn to Live, Live to Learn


Year 5 Autumn Term 2024—Curriculum Information

We  Maths



We are all

writers ... 

We are growing  our learning

BIG Question—Where are my Roots? Key Concepts: Identity, Community, Diversity

Jigsaw Theme Before HT—Being me in my World. **Jigsaw Theme after HT**—Celebrating Differences

Rights Respecting Schools

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

English

During AP1, Year 5 will be focusing on various text types linked to specific books we use in daily shared reading. They will be writing with a focus on audience and purpose and using the TAF to support this during each Road to Writing.

Over the assessment period, we will be reading Kensuke's Kingdom, Neil Armstrong—Little People Big Dreams. The children will be using these texts to write a diary entry, a non-chronological report on how to survive in the wild, and an adventure story. After half term we will be writing persuasive letters, a biography about Tim Peake and a Tanka poem.

Children will also have daily grammar lessons focussing on varying features that will be used in their independent writing. They will cover the use of fronted adverbials, conjunctions and pronouns to aid cohesion, up-levelling vocabulary and using inverted commas correctly in speech.

DEAR (Drop everything and read) time will be a daily part of the curriculum. All children will have focused reading time with an adult through guided reading each week which will be recorded on Boom Reader. Children will also have the opportunity in the week to enjoy reading for pleasure as well as completing independent reading comprehensions to practise their reading skills.

Spellings will be given **every week** with their test being on a Friday so there is enough time to understand, practise and embed these.

Reading will be monitored via Boom Reader throughout the year. The expectation is 5 reads a week from every child. This year, Boom Reader will count these 5 reads from Saturday morning to Friday morning so they need to be registered within this time frame.

Physical Education (PE)

This term the children will be swimming weekly on a Wednesday morning for 10 weeks. The children will also be exploring dance and movement in the first half term, followed by squash in the second half term. Please ensure children come in dressed in their full PE kits.

Art

We will be exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.

Mathematics

The children will be learning through more practical and 'hands on' maths using the 'White Rose' Maths Scheme. This assessment period they will learning about number and place value, addition and subtraction methods followed by multiplication and division methods and fractions.

Computing

This term, the focus for computing will be programming Micro:Bits where they will learn to create programmes by decomposing them into smaller parts. Later in the term we will be working with Augmented Reality to create an interactive poster.

As a school we are focusing on online safety weekly. We will be covering how to communicate online responsibly, keeping our profiles safe and secure and selecting reliable sources of information.

Music

The children will be listening, singing, playing, composing and performing to a variety of different songs and exploring Music Technology In the second half term, the children will be looking at a special Hans Zimmer composition links with Earth and experiment with create their own music with a theme of space.

Geography

The children will learn how the world is divided into sections. They will be identifying the position and significance of longitude and latitude, Equator, Northern and Southern hemisphere.

Design & Technology

The children will be developing their sewing skills by using textiles to create soft toys. They will be designing their soft toys before cutting out panels and using strong and secure blanket stitches.

Science

The children will be learning about different Forces, such as Gravity, Air Resistance, Water Resistance and Friction and learning to understand through practical investigations. They will also be learning about Earth and Space. This will include studying the movement of Earth and the planets relative to the sun, the movement of the moon relative to Earth and how the Earth's rotation causes day and night. We will be using our knowledge of space and Tim Peake to write a biography in our ROAD TO WRITING.

PSHE/Jigsaw

We will be following a scheme of work called Jigsaw throughout the school. 'Being me in my World' is our first unit in which we cover the children's goals for the future, and their rights and responsibilities. 'Celebrating Difference' is after half term and we will discuss how our differences are important and make us special.

French

We will be starting off our French lessons with our 'Do you have a pet?' topic. The children will be introduced to a variety of different animals in French and put those into sentences. There will be some written activities and some speaking and listening to help with their pronunciation.

History

This assessment period we will be exploring Anglo Saxons and Vikings. We will be looking at a timeline, researching well known figures of the period and comparing the beliefs of both.

Religious Education

Our RE from this year, will be enquiry led focussing on two questions, one per half term.

Enquiry 1—Is believing in God reasonable?
Enquiry 2—How has belief in Christianity and Islam impacted on Music and Art throughout history?