

In English the children will:

Note and develop initial ideas, drawing on reading and research where necessary.
Use a wide range of devices to build cohesion within and across paragraphs.
Assess the effectiveness of their own and others writing.
Edit their work, changing vocabulary, punctuation and grammar to enhance effects and clarify meaning.
Identify the audience for and purpose of their writing and select the appropriate writing model to use (letter, report, instructions, narrative, leaflet, note-taking)
Write narratives, consider how authors have developed characters, settings and atmosphere.
Integrate dialogue into narratives.
Focus on a range of different genres of writing: poetry, reports, myths and legends and narrative.
Develop a greater understanding on how their writing affects the reader.
Ensure each sentence in a paragraph is related to the main or central thought.
Develop character descriptions by commenting on thoughts and feelings.
Develop description of settings..
Use effective adverbs and adjectives along with adventurous vocabulary.
Continue to develop confidence in use of punctuation (eg: inverted commas, capitalisation, commas to mark clauses)
Proof read work for spelling, grammar and punctuation, enhancing their work where necessary.
Develop comprehension, reading together, analysing the text and answering questions based on the reading material. Our class reader will be 'Treason' by Bertie Doherty.

In Religious Education the children will:

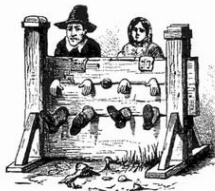
Find out who the Fearless Women of the Bible were.
We will explore, examine and compare the different representations of women both in the bible and in different walks of life and in the church.
We will explore women's contribution through the Bible, through actions and through the different branches of the church
We will have open discussions about the importance of women's role both in the past and currently

This project teaches children about the history of crime and punishment in Britain and how it has changed over time. From when the Romans were in power, to the Anglo-Saxons and Vikings, to the Tudors, to the Victorians and finally to how it compares to today.

Crime and Punishment

Autumn Term

Year 5

**In History the children will:**

Understand how crime was detected before the police were invented and how this changed each time Britain changed its ruler. Children will also learn about the different types of punishment in each period of history and how they could be particularly gruesome and also how some of them relied on the intervention of God to decide whether a person was guilty or innocent. Children will also understand how the formation of what we have today, in the form of our justice system evolved from the early types of judge and juries that started to take effect throughout the various stages of history.

**In Maths the children will:**

Count in multiples of 4,6,7,8, 9 25, 50. 100, 1000
Compare and order numbers up to 100,000
Identify, represent and estimate numbers using different representations.
Interpret negative numbers in context.
Count forwards and backwards in steps of powers of 10.
Add and subtract numbers with up to 4 digits, using formal written methods of columnar addition and subtraction.
Solve problems using number facts, place value, and deciding which operation and methods are most appropriate.
Identify multiples and factors/ Recognise and use square and cube numbers.
Solve simple measure and money problems involving fractions & decimals.
Recognise mixed numbers and improper fractions & convert
Compare and classify geometric shapes.
Complete, read and interpret information in tables, graphs and timetables.

How can you help?

Please read and discuss your child's reading book with them, at least three times per week and sign their planner.
Ask your child to answer questions, retrieve evidence and make inferences about the story they have read.
Please support them in completing their homework and handing it on time.
Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible, small chunks daily are more effective.
Encourage them to check Google Classroom and ensure they have completed all the homework tasks set.
Please sign their planners at the end of the week.
Ensure they are wearing the correct uniform and PE kit.
Encourage them to speak with us before the deadline day if they do not understand their homework and need help.
Tell us if there is anything worrying or upsetting your child.

In Art and DT the children will:

In our tints, tones and shades project, children will learn about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.

The children will also learn about the artist movement known as Expressionism. This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.

In PE:

PE will be on a Wednesday and a Friday. On a Wednesday the children will be learning a range of sports with Mr Lampard and on a Friday they will be learning a range of skills to develop their balance, coordination and agility in Real Dance (part of Real PE).

In Spanish:

The children will be learning and revisiting previous learning of day to day topics and vocabulary and practising their pronunciation. They will explore the patterns and sounds of language through rhymes and link the spelling, sound and meaning of words.

As new Spanish words and phrases are learnt begin to use them to engage in simple conversations; ask and answer questions; express opinions and respond to those of others.

In Science the children will:

Learn about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night. We will also learn about forces, mechanics and pneumatic systems. They will be experimenting with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.

**In Music the children will:**

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.

In Computing the children will:

Identify a spam email; explain what to do with spam email; understand why they should cite a source; explain the rules for creating a strong password; create a strong password using a set of rules; know that not everything they see online is true; explain how to stay safe online; identify unsafe online behaviour.

They will continue to develop a greater understanding of internet safety; use logical reasoning to explain how some simple algorithms work and to detect and correct errors; design, write and debug programs; collect, analyse, evaluate and present data and information collected from digital resources; continue to use a range of search engines along with a range of software for presentation purposes

In Well-Being the children will:

Learn about the link between values and behaviour and how to be a positive role model; how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return; what makes a healthy friendship and how to make people feel included - learning strategies to help someone feel included; about peer influence and how it can make people feel or behave; the impact of the need for peer approval in different situations, including online; strategies to manage peer influence and the need for peer approval; to recognise that everyone should be treated equally; about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes; that for some people their gender identity does not correspond with their biological sex; how to recognise, respect and express their individuality and personal qualities; strategies to positively resolve disputes and reconcile differences in friendships; that friendships can change over time and the benefits of having new and different types of friends; how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable; when and how to seek support in relation to friendships; that it is common for friendships to experience challenges; why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own; what discrimination means and different types of discrimination; the impact of discrimination on individuals, groups and wider society; ways to safely challenge discrimination; how to report discrimination online.