

## Curriculum Overview Year 5

### Autumn Term 2018

<b>ENGLISH</b>	<b>PARENTS CAN HELP BY</b>
<p><b>Comprehension &amp; Composition</b></p> <ul style="list-style-type: none"> <li>- novels &amp; stories by significant children's authors</li> <li>- instructions</li> <li>- poetic style</li> <li>- dramatic conventions</li> </ul> <p><b>Novels, Fiction and &amp; Non-Fiction</b></p> <ul style="list-style-type: none"> <li>- Kensuke's Kingdom (Morpurgo)</li> <li>- Myths and Legends &amp; stories from other cultures.</li> </ul> <p><b>Grammar/Word Spellings</b></p>	<p><u>Reading/enjoying literature</u></p> <p>Above all, please make sure that boys read as often and as widely as possible (including set novels if applicable). The English Department has sent home suggested reading lists for each year group. However, boys should feel free to read anything in which they are interested including newspapers, magazines, comics, play-scripts, fiction or non-fiction. Boys are expected to read for 20 minutes, three times between Monday and Thursday and for one hour over the weekend. Boys in Years 4-8 should record their reading on their reading record card and have it signed by an adult. Once a week, boys should read to, and discuss a text with, an adult or older sibling. Discussion might focus on the behaviour and personality of characters, predicting what might happen next and themes such as conflict.</p> <p>Libraries are fantastic places, especially on a rainy day in the holiday!</p> <p>Audio tapes are excellent for long car journeys.</p> <p>Going to the theatre and/or the cinema provides excellent entertainment and intellectual stimulation.</p> <p><u>Spelling</u></p> <p>Please make sure that boys fill in their spelling grid each night and complete associated weekly prep (if applicable). In addition, they should also be tested on these words (by an adult/older sibling) on a separate piece of paper to double-check knowledge.</p> <p>Spelling games - e.g. Scrabble - provide family fun.</p> <p><u>Vocabulary</u></p> <p>Chat!!!!</p> <p>Crosswords extend vocabulary.</p> <p>Boys should get into the habit of using a thesaurus when writing.</p> <p>Verbal reasoning papers e.g. Bond Assessment are available from WHSmith etc.</p>
<b>MATHS</b>	<b>PARENTS CAN HELP BY</b>
<p><b>Number – Number and place value, read, write, order and compare numbers to at least 1 000000 and determine the value of each digit.</b></p> <p><b>Number – Addition and subtraction, column addition and subtraction of numbers with more than 4 digits.</b></p>	<p>There are so many ways to get your son interested in maths at home. Baking can help with learning about weight and measures and shopping can build confidence with money, adding and subtracting. Playing classic board games, such as monopoly, chess, and snakes and ladders; as well as games, such as cards, dominoes and darts can be a great help reinforcing number bonds and developing strategies.</p> <p>There are also some fantastic maths games online, which your son will thoroughly enjoy playing. For further practice at home, WH Smiths stock some excellent revision materials (e.g. CGP, Galore Park, Schofield &amp; Sims). Talk about maths with your child during everyday activities, e.g. when driving you can discuss speed, metric and imperial measures, time, shapes – almost anything can be linked to solving maths problems.</p> <p>Boys will receive maths homework once a week, in addition to practising times tables each night. They need to aim to be able to recall multiplication and division facts up to 12 x 12. It will consist of either a written task or online activity. Homework should take no longer than half an hour. Pupils should use an HB pencil. Please put a note in your son's diary or send a class dojo message if there is a problem.</p>

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**Geometry – Properties of shapes, identify 3D shapes from 2D representations.**

**Number – Multiplication and division, multiply and divide whole numbers by 10, 100 and 1000; identify multiples and factors; establish whether a number up to 100 is prime.**

**Number – Fractions, compare and order fractions whose denominators are all multiples of the same number.**

**Geometry – Position and direction, translation of 2D shapes on coordinate grids.**

**Number – Decimals, read and write decimal numbers as fractions.**

**Measurement (mass), use all four operations to solve problems involving mass and convert**

Help your son to tell the time and solve problems involving time – both analogue and digital clock, as well as converting between the two.

Consolidate mathematical vocabulary e.g. prime numbers, common multiples, factors, product, perimeter, area, the Usborne Junior Illustrated Dictionary of Maths is excellent.

Pupils can also play on the relevant topic games from websites such as:

<http://resources.woodlands-junior.kent.sch.uk/maths/> <http://www.bbc.co.uk/skillswise/maths/games>

<http://www.bbc.co.uk/bitesize/ks2/maths/> <http://www.crickweb.co.uk/ks2numeracy.html>

<http://mathszone.co.uk/> <http://nrich.maths.org>

<http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find>

Finally, why not attempt Mrs Hunt's Monthly Maths Challenge or attend Maths Club on Friday to boost, consolidate and extend your maths skills?

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**between grams and kilograms.**

**Measurement (time), solve problems involving converting between units of time.**



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<ul style="list-style-type: none"> <li>- The present tense of regular –er verbs</li> <li>- Saying ‘in a place</li> <li>- Asking questions</li> </ul>	
HISTORY/GEOGRAPHY	PARENTS CAN HELP BY
<p><b>Year 5</b></p> <p style="text-align: center;"><b>History</b></p> <p><b>Tudors</b> Living in Tudor Times Tudor exploration</p> <p><b>Geography</b> <b>Europe</b> Locations People, language, European Union UK &amp; Great Britain – BREXIT</p> <p><b>Map Reading</b> Compass directions Scale Grid references (6 figure</p>	<p><b>History</b> -Family outings to historical sites and buildings reinforce learning in the classroom. Reading Museum, The British Museum, The Ashmoleum Museum (Oxford), the Ure Museum (Reading) etc. are fabulous places. Children benefit most when they go to museums often, but for 1-2 hours maximum at a time. Explore local history – find out what is on your doorstep, when your house was built, famous people who came from your area. Watch the news – this is history in the making. You can buy children’s newspapers e.g. First News. Take a source from long ago – discuss what it tells you about the period in which it was made.</p> <p><b>Geography</b>-encourage use of maps when travelling; locate places you visit, discuss routes and direction. Be aware of news stories regarding natural hazards.</p> <p>Encourage use of maps when travelling; locate places you visit, discuss routes and direction. Be aware of news stories regarding natural hazards.</p>

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<b>ART</b>	<b>PARENTS CAN HELP BY</b>
<p style="text-align: center;"><b>Art/Design Technology</b></p> <p><b>Victorian Artists:</b></p> <p><b>L.S.Lowry</b></p> <p><b>William Morris</b></p>	<p>How parents can help:</p> <ul style="list-style-type: none"> <li>• Visit art galleries, when possible, and discuss techniques, interpretation, likes and dislikes.</li> <li>• Stock up on coloured pencils, pens, paints, clay, glue and paper. Let your son build with Lego, junk, construction kits and natural materials.</li> <li>• Encourage your son be creative and complete a project independently. Interest and praise for a child's creation will boost his self-confidence.</li> <li>• Complete an arts and crafts project as a family. This can help to develop new skills a child may not be aware of and increase self-esteem.</li> <li>• Allow your son to experiment through drawing and making things. This could be the key to his creativity and help his imaginative writing.</li> <li>• Allow your son to handle scissors and art tools. This will improve important fine motor skills, coordination and hand and arm strength.</li> <li>• Let your son get messy with glue, paint and glitter. Creating new colours are essential learning experiences which help broaden a child's knowledge base.</li> <li>• Let designing, creating and making things be valued and a positive, relaxing experience.</li> </ul>
<b>MUSIC</b>	
<p style="text-align: center;"><b>BBC Ten pieces project</b></p>	<ul style="list-style-type: none"> <li>• Go to the Ten Pieces Prom to see the music live.</li> <li>• Encourage children to listen to music- all different types of music! Classical, pop, rock etc.</li> <li>• Try and listen to different radio station in the car for inspiration! .</li> <li>• Explore different genres of music on YouTube.</li> <li>• Watch a live orchestra and discuss likes and dislikes,</li> </ul>
<b>PE/GAMES</b>	
<p><b>HRF (Health-Related Fitness)</b></p>	<p><b><u>Parents can help by:</u></b></p>

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This is an on-going focus combined with Athletics where students will have the opportunity to develop an understanding of stamina, speed and agility – including setting fitness goals / targets – incorporating ICT to develop an understanding and use of utilising Data Collection – the use of stopwatches for recording purposes will aim to allow students’ the opportunity to gauge performance & select and apply methods to aid and enhance improvement across all HRF activities.

#### **RUGBY**

Developing handling skills, accurate & appropriate passing & running with the ball, agility & incorporating a comprehensive footwork / SAQ (Speed & Quickness) programme to develop better reaction times in practice and competition; basic attacking & defending skills, positioning in attack & defence, communication and appropriate sportsmanship throughout.

#### **FOOTBALL**

Dribbling, passing, shooting, control, goalkeeping, positional play, spacing, tackling. Developing skills such as accurate passing of the ball, agility & incorporating a comprehensive footwork / SAQ (Speed & Quickness) programme to develop better reaction times in

Exposing students to the activities either in practical and / or visual form to allow them the opportunity to experience how different activities, skills and game requirements are learned and played at various levels.

Allowing students to become active members of external clubs / organisations in the topics covered over the term and indeed the whole year.

Using media resources (eg; BBC Sport website / You Tube / Sports Specific DVD’s) to show examples of how the activities and sports covered are played from grass-roots to elite level.

Questioning / discuss students’ development and what skills and activities have been covered during their lessons to reinforce learning – this may help students set personal targets that can be discussing with PE & Games staff.

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Get your child as ‘ACTIVE’ as possible – regardless of the activity or how long they may wish to undertake this activity – ‘A healthy body & a healthy mind’ approach will keep them focused, alert, fit and will increase & stimulate academic performance.

An excellent & in-depth website for information on Rugby, Football, HRF and Personal Conditioning / Training in a broad number of Sports, Exercise & Fitness Activities can be found by searching / accessing the link below;

[www.brianmac.demon.co.uk/index.htm](http://www.brianmac.demon.co.uk/index.htm)

(This site provides a huge range of relevant & valid information for all sports training and is used extensively by schools, clubs and elite performers alike – parents may wish to look for advice on technique and to research particular aspects of the curriculum we will cover throughout the year in all activities).

Parents are more than welcome to try the exercises with the boys and to assist them in developing their technique & providing additional motivation.

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<p><b>practice and competition; basic attacking &amp; defending skills, positioning in attack &amp; defence, communication and appropriate sportsmanship throughout.</b></p> <p><b>BASKETBALL</b> <b>Ball handling skills, incorporating a comprehensive footwork and SAQ (Speed &amp; Quickness) programme to develop agility and reaction times in practice and competition, dribbling skills &amp; ball control whilst passing. Develop various types of pass and improve understanding of basic small-sided game principles &amp; strategies for defence and attack.</b></p>	<p>All of the exercises are demonstrated &amp; accessible via the school website – a full explanation for each exercise will help the boys develop and improve how the exercises are undertaken.</p> <p>Within all sports promote good sportsmanship. Support the school by allowing your child to attend matches and training.</p> <p>Please make sure they are equipped with the correct kit.</p>
<b>RS</b>	<b>HOW PARENTS CAN HELP</b>
<p><u>Islam</u> Where was Islam founded and by whom? What are the main beliefs? What places are special to Muslims? What festivals do Muslims celebrate? What is the Islamic holy book? What are the Islamic symbols and what do they mean?</p> <p><u>The Meaning of Christmas</u> What does Christmas mean to me? Why is Love important at Christmas? Do we have power when we are vulnerable?</p>	<p>Encourage children to ask questions about life and express ideas. Encourage children to develop positive attitudes to religion and show respect to those who follow.</p> <p>Visit places of worship locally and when on holiday. Look at features of religious buildings. Point out religious signs and symbols in your local area. Discuss ceremonies attended e.g. weddings, baptisms etc. Discuss festivals with friends of different religions.</p>

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<p>What kinds of Christmas cards are there?          What do the words of some Christmas carols mean?          Is the Christian meaning of Christmas still celebrated today?</p>	
<b>COMPUTER SCIENCE</b>	<b>HOW PARENTS CAN HELP</b>
<p><b>Computer Science is changing everything</b>          Pupils will look at we can use computers to educate people.          Linking to the STEAM topic of Future Cities pupils will learn how to plan cities using 3D design software, code self-drive cars (Lego Robotics) and create an app to help people learn how to use an aspect of the smart city (Scratch)</p>	<p>Developing typing skills – a list of games and websites to use will be on the website.          Allowing children to practice saving and opening documents, and using their skills while using the various Microsoft office applications.          When undertaking research, discuss the search terms that they are using, thinking carefully about keywords to use to get more precise results.          Sign up to the Scratch website and practice / develop their game at home          Sign up for a scratch.mit.edu account</p>
<b>DRAMA</b>	<b>HOW PARENTS CAN HELP</b>
<p>More advanced physical and vocal limbers          Exploring the key elements in the language of making theatre (improvisation)          Direct address and theatrical devices          Dramatic writing          Dramatic images          Constructing images          Face and mime work          Exploring language</p>	<p>Encourage conversation and demonstration on what has been learnt in class.          Watch films/TV and explore the characters together, looking at elements such as voice, movement and character relationships, hidden thought.          Encourage games involving mime and improvisation, increasing confidence and spontaneity.          Go and see live theatre.          Create scenarios to promote decision taking.</p>
<b>PSHEE</b>	<b>HOW PARENTS CAN HELP</b>
<p><u>Whole School Values Focus</u>          Tolerance          Respect          Hard work          Curiosity</p>	<p><u>Tolerance</u>          Express tolerant views, explicitly teaching your son the importance of this.          Challenge intolerant views expressed by your son.          Explore clubs where your son can work and play with a variety of people, from all groups of society.  <u>Respect</u></p>

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	<p>Expect respectful behaviour from your son. For example; saying thank you when people hold a door open or stop at a zebra crossing. Make respectful behaviour at home the norm and insist on manners from your son, even to you his parents!</p> <p><u>Hard Work</u> Talk about how success is linked to hard work and discuss the success you've achieved through hard work. Expect a high standard from your son when completing homework, praise his efforts to do his best. When you say goodbye in the mornings, tell your son to 'Work Hard today', rather than 'Be good today'.</p> <p><u>Curiosity</u> Model finding things out and researching more than originally asked. When watching television, model 'I wonder ...?' questions and then finding out. Show curiosity in what your son is interested in, ask him to explain.</p>
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#### How parents can help with homework:

It is common knowledge that children are more successful in school when parents take an active interest in their homework — it shows kids that what they do is important.

Of course, helping with homework shouldn't mean spending hours hunched over a desk. Parents can be supportive by demonstrating study and organization skills, explaining a tricky problem, or just encouraging children to focus or even take a break.

Here are some handy homework guidelines:

1. **Engage with the teachers — understand what they're looking for.** Attend school events, such as Parent Information Meetings and Parents' Evenings, to meet your child's teachers. Ask about their homework and how you should be involved.
2. **Provide a homework-friendly space.** Make sure children have a well-lit area to complete homework tasks. Keep supplies of paper, pencils, glue, scissors — within reach.
3. **Set up a regular homework time.** Some children work best in the afternoon, after school, following a snack and play period; others may prefer to wait until after dinner.

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4. **Help them make a plan.** On heavier homework nights or if there are other after school commitments, encourage your child to break up the work into manageable chunks.
5. **Be aware of distractions.** No television, loud music, emailing, texting, unnecessary web surfing, gadget fiddling, phone calls or interruptions from siblings.
6. **Make sure children complete their own work.** Children won't learn if they are not independent thinkers and are not allowed to make mistakes. Parents can provide suggestions and help with directions, but it's a child's job to do the learning.
7. **Be a motivator and monitor.** Ask about assignments, assessments and tests. Give encouragement, check completed homework, sign homework diary and make yourself available for questions and concerns.
8. **Set a good example.** Do your children ever see you diligently working on a project or reading a book? Children are more likely to follow their parents' examples than their advice.
9. **Praise their good work and efforts.** Display grade cards, homework feedback or good work on the refrigerator or a notice board. Mention achievements to relatives.
10. **If there are continuing problems with homework, get help.** Talk about it with your child's teachers. Some children have trouble seeing the board and may need glasses; others might struggle with organization, need an evaluation for a learning problem or attention disorder.