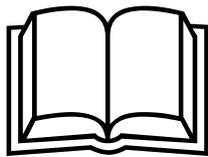


Deanery C.E. Primary School

Programme of Work in Year 5
AUTUMN TERM 2016

English and maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for English and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

English



READING

The reading curriculum in Year 5 is based on a wide range of high-quality fiction, poetry and non-fiction that the children might not necessarily choose for themselves. This provides opportunities for the children to apply their developing reading skills. Children are also given opportunities to choose their own books that will develop their personal tastes. The Year 5 reader needs to understand how perceptions can change with a different viewpoint. They consolidate their research and study skills so that they can locate and retrieve information efficiently.

Class Novels: Harry Potter and the Philosopher's Stone (Illustrated version) by J.K.Rowling; Tom's Midnight Garden by Philippa Pearce.

WRITING

Year 5 is marked by growing confidence, control and fluency in writing fiction and non-fiction. Talking and reading continue to provide the foundation for writing. Teachers emphasise the purpose and audience for all forms of writing, encouraging the children to be adventurous wherever possible.

Narrative –Traditional stories; myths & legends –Robin Hood.

Topic linked narrative – Wolves in the walls.

Poetry –Poetic style

Non-Fiction – Information texts – Rivers.

BIG WRITING

This weekly session will develop the 4 generic targets in writing: Vocabulary, Connectives, Openings and Punctuation.

SPELLING

Year 5 spelling is taught via a specific programme of work and is aimed at targeting the needs of the pupil.

HANDWRITING

Children will be taught to use neat, joined and legible handwriting in dedicated practice sessions. They concentrate on increasing their accuracy at speed.

Maths



In Year 5, children solve one step and two step problems involving real life and money. They choose and use the method of calculation they think is appropriate. They continue to find fractions of quantities and recognise equivalence. Teachers will provide the children with opportunities to develop mental strategies further to use in their calculations. Children will also explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false.

They use efficient written methods to add, subtract, multiply and divide whole numbers and decimals. Children construct and visualise shapes with increasing accuracy and develop their understanding of perpendicular lines. They will develop further their understanding of place value and mathematical vocabulary for all areas of mathematics.

They are able to interpret a reading that lies between divisions on a scale. They can represent their data on bar charts and identify the mode from frequency diagrams. Children recall ALL multiplication tables to 12 x 12 and derive the associated division facts.

<p>Science</p> 	<p>Properties and Changes of Materials – Understanding, comparing and grouping materials according to their properties. Understanding the process of dissolving and forming a solution Use a range of methods and equipment to separate different materials Investigate reversible and irreversible changes of materials</p> <p>Working Scientifically – Planning different types of scientific investigations, taking measurements with increasing precision and accuracy, recording results in a range of ways, making predictions and drawing conclusions</p>
<p>R.E. </p>  <p>Individual liberty The rule of law Respect and tolerance for different faiths and beliefs.</p>	<p>Islam – 2 units of work addressing the question: Why was Muhammad important to Muslims? We will look at the night that changed his life, the Revelation of the Qur'an. We will study how Muslims express their faith and beliefs and develop our understanding of their acts of worship.</p>
<p>P.E. </p>	<p>Gymnastics – sequences/performs to audiences, wide range actions. Dance - “Flight” - demonstrate basic jumps, shapes and create sequences using apparatus.</p>
<p>I.C.T.</p> 	<p>We are game developers – Children will develop their knowledge of programming by planning their own simple computer game. They will design characters and backgrounds and create a working prototype which they will develop based on feedback they receive.</p> <p>We are cryptographers – Children will learn more about communicating information securely through an introduction to cryptography. They will investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.</p>
<p>Creative Curriculum</p>   <p>Individual liberty The rule of law Respect and tolerance for different faiths and beliefs.</p>	<p>Walls & Barricades</p> <p>In Society, we'll be:</p> <ul style="list-style-type: none"> • Finding out about the Berlin Wall. Discussing and exploring the feelings and emotions caused by it. • Learning about the loss of life and ultimately the change of power caused by the build of the Great Wall of China. • Exploring the importance & significance of the Western Wall for the Jews and the centuries-old tradition of leaving a note with a prayer or request placed in the wall. <p>In History, we'll be:</p> <ul style="list-style-type: none"> • Investigating the rise of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change. • Learning about and creating fact files demonstrating their knowledge of significant walls in history. (Hadrian's Wall, Great Wall of China, the Western Wall, Berlin Wall) <p>In Geography, we'll be:</p> <ul style="list-style-type: none"> • Locating Hadrian's Wall using an OS map and learning about surrounding geographical features. • Finding out about igneous rock and investigating other natural defences provided by the location of Hadrian's Wall. • Comparing and contrasting different types of geographical images of the Great Wall of China.

	<p>In Art, we'll be:</p> <ul style="list-style-type: none"> • Reviewing the history of graffiti in particular the Western side of The Berlin Wall. • Exploring the techniques of graffiti to create a piece of graffiti artwork depicting a social message. <p>In Design and Technology, we'll be:</p> <ul style="list-style-type: none"> • Designing and making a layered piece of textile art influenced by layers within walls. <p>Rivers</p> <p>In Geography, we'll be:</p> <ul style="list-style-type: none"> • Finding out how the shape of a river is always changing. • How a river changes the land through which it flows. • What happens when a river floods. • What uses people make of rivers. • Finding out that rivers still have an importance in the everyday life of people across the world and we'll be looking at the effect of river management for communities and for countries when rivers are dammed. <p>In Science, we'll be:</p> <ul style="list-style-type: none"> • Finding out where water comes from – water cycle. • How to clean water. • How water can be used to make power. <p>In Technology, we'll be:</p> <ul style="list-style-type: none"> • Finding out how bridges are built and then putting what we have learnt into practice with "The great bridge-building challenge!" <p>Children will also complete a homework project based on this topic.</p>
<p>Music</p> 	<p>Composing our own pieces of music –Singing. Gain understanding of beats, rhythms and melodies.</p>
<p>P. S. H. E.</p>   <p>Individual liberty The rule of law Respect and tolerance for different faiths and beliefs.</p>	<p>Children will work with the Dot Com programme throughout this term. The Dot Com programme is built on the core process of Protective Behaviours, which has as its main themes: 'We all have the right to feel safe all the time', and 'We can talk with someone about anything, even if it feels awful or small'. Implicit in this is that people have a right to feel safe with <u>us</u>. The year 5 Dot Com programme teaches children that we are all different, how to get on with others, how to respond to pressure from friends, what happens if a friend asks them to keep an unsafe secret. It covers fear, crime, weapons, changing school, organising free time, positive thinking, and being responsible. It also looks at issues of bereavement, bullying, social media, making decisions, speaking out, and resolving disputes.</p> 
<p>Homework</p> 	<ul style="list-style-type: none"> • Children should read for a minimum of 15 minutes each night. • Maths homework will generally be set online on mymaths. This will be set on a Friday and due in the following Friday. • Children's English homework will follow a three-week pattern; one week will be a written piece, the following week will be a punctuation and grammar based activity and the final week will be reading comprehension. English homework is set on Fridays and due in the following Wednesday. • Children will complete one project during the year. At this time, project work will replace the usual English homework; children will not be expected to do both. • There will be a weekly spelling test that will begin 2-3 weeks into the first half term. Spellings will be sent out on a Tuesday and tested the following Monday. Children should be encouraged to learn the spelling rules (as opposed to just the words themselves) in order to boost their retention of the spellings set.

