

Computing: Coding

What your child should know –

- how to use variables in their code
- how to plan an algorithm modelling the sequence of traffic lights
- how to create a program and select the right images to reflect the simulation they are making
- some ways that text variable can be used in coding

PSHE:

What your child should know –

- that people can feel alone and misunderstand: learn to give appropriate support
- how to develop strategies for understanding, managing and controlling strong feelings and emotions dealing with negative pressures
- how to manage conflict

P.E

What your child should know –

- how to demonstrate agility, balance, coordination and precision.
- how to apply skills effectively in different situations
- how to work alongside and against others when attacking and defending.
- how to throw, catch and field.

Art – Wire Sculpture

What your child should know-

- How to use tools carefully and safely
- How to use wire to create their own sculptures
- How to use papier-mâché and other materials to create a 3D effect



Curriculum Newsletter

Term – Autumn 2 Year 5

Hi Everyone,

It has been lovely to welcome the children back for another half term. We have lots to look forward to: science investigations, math's challenges, our new history unit of learning about the Anglo-Saxons and Vikings, as well as art where we will be creating a wire sculpture.

We would like to thank you for your continued support: helping the children at home with their homework makes such a difference and we do appreciate how busy life can be. We hope your children enjoy this half term and learn lots of new skills and knowledge.

From Mr. Martens and Miss Hatton

MON	TUES	WED	THURS	FRI
PE – 5H	PE – 5H PE – 5M		PE – 5M	Reading, Spellings, Maths homework. Spelling test in school and new spellings set.

English

What your child should know-

- how to identify the purpose and audience for their writing – balanced argument
- different word classes (noun, verb, adjective, adverb and pronoun) expanded noun phrases and sentence structures, including complex sentences and the use of relative clauses
- how to use modal verbs, alliteration, adverbial phrases, puns, headings, sub-headings and rhetorical questions
- the impact of formal and informal language

Maths- Multiplication and Division

What your child should know –

- how to use the grid and standard method for multiplying a 2, 3 and 4-digit numbers by a single digit, 2-digit and 3-digit number
- how to use the standard method for dividing a 2, 3 and 4-digit numbers by a single digit and divisions with remainders
- an improper fraction and mixed number and how to convert between them

Science – Reversible and Irreversible Changes.

What your child should know –

(Continued from Autumn 1)

- and identify those changes that are easily reversible and those not reversible
- that mixing materials can cause them to change
- that insoluble materials can be separated by filtering and dissolved solids can be recovered by evaporating
- how to make and record detailed observations over time

History – Anglo-Saxons and Vikings

What your child should know -

- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know that during the Anglo-Saxon period, Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Know where the Vikings originated from and show this on a map

R.E. Why do some people believe God exists

What your child should know –

(Continued from Autumn 1)

- examples which show how believing in God can affect people's lives differently
- how to express their ideas about theism, atheism and agnosticism
- how to consider reasons that people might believe or not believe in God
- how interpretation can lead to the coming about of facts, beliefs and opinions

Music

What your child should know –

(Continued from Autumn 1)

- How to appreciate the listening and appraising of classical music.
- The impact of the instruments played within a song on atmosphere, feelings and emotions.
- How to compose music using sounds identified with symbols