



## CURRICULUM NOTES - 2011/2012

### YEAR 5

*Welcome to Year 5. We hope that you have enjoyed a relaxed summer and are now looking forward to an exciting and productive year ahead. The following notes have been put together to act as a brief guide to the curriculum and administrative matters of Year 5. Mr Tomlinson, Mr Marland and I share the academic and pastoral responsibilities for Year 5 who are now at the top of Middle School. We have had a good start to the term and hope that our new charges will take on board the added responsibility of setting a good example to the younger children.*

#### **Prep**

Children in Year 5 are expected to complete a written prep four evenings a week; the fifth night is to be used to catch up with any unfinished work which could be either prep or classwork. Prep should take no longer than half an hour and it is important that your child should not labour excessively. Prep is always used to extend or reinforce the work covered in class and is never set as an entirely new or unknown topic. When prep is set, the children will record it in their diaries, making a note of what they have to do and when the work is due to be handed in. They will be responsible for handing their homework in to the appropriate teacher upon completion. If your child has experienced any particular difficulty with their homework, please communicate this to us through the homework diary. Alongside prep, it remains important for your child to read as much as possible. There may also be spellings or times tables practice set.

#### **Timetable**

A copy of your child's class timetable can now be found stuck in at the front of their homework diary. Instrumental and special needs lessons often take place during designated lesson times, therefore, it is the child's responsibility to make up missed work from the appropriate teacher or one of his/her peers. We expect the children to take note of the timetable and ensure that they are suitably equipped for all lessons.

#### **Equipment**

We would like each child to bring to school, the following items, which should be named.

- One pencil case containing: HB pencils, an eraser, a sharpener and a set of colouring pencils (felt-tips are optional)
- A fountain pen or rollerball pen (no biros)
- A glue stick
- A standard length ruler (30 cm)
- A named calculator
- A protractor

We request that children only bring in one pencil case so that their desk is kept as clear as possible for working on.

#### **Curriculum**

Year 5 continues to build on the foundations laid down in Years 3 and 4. Skills and concepts in each subject are revisited and new ones are introduced and developed mainly in accordance with the National Curriculum requirements for Key Stage 2

## English

English is taught in three sets. Our aims in Year 5 are:

- To encourage and develop an interest in the English language in its many forms.
- To foster the enjoyment of reading
- To develop the use of articulate and considered oral discussion and debate
- To expand the ability to write with clarity, expression and individuality, and enjoy the processes of creating and perfecting

Throughout the year, pupils will study a range of texts and writing genres. These will include:

Fiction:

- novels, stories and poems by significant children's writers
- play scripts
- concrete poetry
- traditional stories, myths, legends, fables from a range of cultures
- longer classic poetry including narrative poetry
- novels, stories and poetry from a variety of cultures and traditions
- choral and performance poetry

Non-fiction:

- recounts, instructional texts
- non-chronological reports
- explanations
- persuasive writing
- use of dictionaries, thesauruses including I.T. sources

## Mathematics

Maths is taught in three sets. The topics covered are as follows:

- Place value, ordering and rounding
- Using a calculator
- Understanding addition, subtraction, multiplication and division
- Rapid recall of  $\times$  and  $\div$  facts
- Pencil and paper procedures ( $\times$  and  $\div$ )
- Mental calculation strategies
- Fractions, decimals and percentages, ratio and proportion
- Organising and interpreting data
- Space and shape 2D, 3D, angle, rotation, reflective symmetry, reflection and translation
- Understanding shapes
- Area and perimeter (measurement)
- Length (measurement)
- Time (measurement and problems)
- Measures (mass)
- Organising and interpreting data
- Properties of numbers and number sequences
- Reasoning and generalising about numbers and shape

## Science

Science involves learning about the world around you. The children will be encouraged in their natural curiosity and their sense of wonder and excitement as they study each topic. They will learn via a range of methods including discussion, practical activities and research, as well as being guided through the process of creating a more formal scientific report.

## Autumn

Keeping Healthy  
Changing State / Gases around Us

## Spring

Earth, Sun and Moon / Planets project

## Summer

Making and Changing Sounds  
Life Cycles

## **French**

In Year 5 we aim to increase the children's confidence in all four National Curriculum Attainment targets – speaking, listening, reading and writing. French homework will occasionally be set, which will normally be vocabulary learning.

Topics covered will include:

- Greetings
- Numbers (date; time; age) and colours
- Sounds of the alphabet
- Giving and asking for basic personal information
- School

Associated grammar covered will include:

- Genders of nouns
- Use of adjectives
- How verbs work
- Present tense of a few essential verbs (être, avoir, etc.)

## **Geography**

One of our aims in Geography is that the children in Year 5 will develop a better knowledge and understanding of geographical vocabulary. Map reading skills will be gradually introduced and by the end of the year children should be able to read maps using 6-figure grid references. An enquiry-based approach is also taught, in which geographical questions can be raised and answered from a variety of sources. This will enhance the children's knowledge and understanding of places.

Our main topics for the year are as follows:

- Water
- Coastlines
- Mountains
- Map Reading
- Environmental Issues – tropical rainforests and coral reefs
- European and UK Locations

## **History**

Tudor Exploration  
The Aztecs  
Ancient Greece

## **ICT**

The children will cover a range of topics over the year, including:

- Databases – analysing data, asking questions and using complex searches
- Evaluating information, checking accuracy and questioning plausibility
- Introduction to spread sheets
- Graphical modelling
- Controlling devices

In addition to their timetabled lessons, the children will have many opportunities to practise their skills in a variety of contexts across the curriculum. This includes using a specialist programme to improve their touch typing as well as an introduction to other Microsoft Office packages.

## **Religious Studies**

Pupils study a variety of Biblical stories and have the opportunity to discuss opinions and ideas. They are encouraged to think about the implications of events and messages behind Jesus' teaching. Judaism is studied in the Autumn Term. The Biblical stories studied are as follows:

The story of Abraham

A study of Judaism

Esau and Jacob

Joseph: change, responsibility and reconciliation

Moses: revision of Passover; the Exodus; the Ten Commandments

Ruth: a story of loyalty

Samuel: God's calling; seeking out a new king

David: anointed as king; contest with Goliath

Stories from the New Testament

Lent and the Easter Story

## **Art**

Using a range of themes and stimuli, children will:

Develop observation and recording skills alongside a knowledge and understanding of colour, tone and composition.

Explore materials.

Develop painting skills.

Represent ideas using collage, printing and weaving.

Investigate the work of various artists.

## **Ceramics**

### **Still-life:**

Children draw a selection of arranged objects. They investigate the work of artists who have used the theme of still-life in a variety of ways to convey ideas and feelings. Develop observation and recording skills then in ceramics these drawings are continued in a 3D format using coiling and pinch pot techniques.

### **Containers:**

Children will study Greek pots. Children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel or container. They consider examples by contemporary designers and ceramicists, and look at work from different cultures. Children will also explore the symbolism of water in different cultures, developing emotive vocabulary and looking at related surface decoration on ceramic pieces. Techniques will include a slab platter and a wheel thrown vessel, which will be richly decorated with a watery theme.

### **Textiles:**

Children explore how stories have been represented in textiles in different times and cultures. They work together to make a two or three-dimensional work, based on a familiar story, myth or legend.

Landscapes: In ceramics children will be exploring the fluidity of soft slabs with primitive mark making.

## **Dance and Drama**

The provision of Dance and Drama at Hall Grove offers pupils an exciting opportunity to be physically creative and expressive within fun and challenging lessons. Whether it be learning a new style of dance such as Jazz, Contemporary or Street, or addressing social or political issues in Drama, pupils will have the chance to explore and develop their own ideas through material designed to promote personal, social and cultural development.

## **Music**

The emphasis of the music lessons in Year 5 is upon practical music making and full participation. By the end of the year pupils should be able to use rhythmic notation freely and be able to start to read, play and write simple melodies. Pupils receive 40 minutes a week of class music, and opportunities to join in with many extra-curricular musical activities.

All of the projects that Year 5 pupils are involved in are centred on one or more of the following areas of study: Performance, Composing and Listening.

Building on previous experience pupils will work on developing a more complex understanding of rhythm, pitch, and general musicianship. This will incorporate and extend their vocal ability, working both in groups and individually.

Through composition, pupils will initially analyse general musical structures to allow a deeper understanding of musical effects. Composition in this chosen form means pupils can develop their creative and practical skills. Project work will provide an overall link between the three constituent aspects of musical study mentioned above. It will also provide historical and social context to support these areas and allow comparisons to be made with other areas of the curriculum.

## **PSHE**

Personal, Social and Health Education, with Citizenship, will be taught as a discrete lesson. This subject may be best described as 'Life Skills', where the children will have opportunities to give views and opinions on themes that are relevant to them at their age. Various issues will be discussed and explored (e.g. in role-play) in the safe environment of the classroom under the careful supervision of the teacher.

Topics for Year 5 include: Rights and Responsibilities, Parliament, Keeping Safe and Respect.

## **SENCO**

Mrs Symons is our SENCo (Special Educational Needs Coordinator), assisted by Brenda Sykes, and together they coordinate our approach to and delivery of the curriculum for pupils with special educational needs. This involves drawing up Individual Education Plans (IEPs) and communicating the specific needs of individuals to staff and parents - this enables us to cater more effectively for these pupils and enriches their educational experience. Mrs Symons is in school on Mondays and Tuesdays and may be contacted on: [s.symons@hallgrove.co.uk](mailto:s.symons@hallgrove.co.uk).

## **Reporting to Parents**

**Autumn Term** – there will be one Parents' Briefing and a Parent Interview evening. You will receive two sets of Assessments, one set of exam results and an End of Term Report on English, Maths and Science.

**Spring Term** – you will receive two sets of Assessments and there will be Parent Interviews.

**Summer Term** – you will receive two sets of Assessments (only one for Year 8 pupils), one set of exam results and a full End of Term Report on all subjects.

## **Field Trip**

There will be a Field Trip to Batisborough House in March. Following the success of the trip in Year 4, we fully anticipate that the children will be looking forward to another exciting week away. Details will be sent nearer the time.

*We hope that you will find this guide brief, informative and useful, but should you require any further guidance, or wish to meet and discuss any worries or concerns, please do not hesitate to contact us.*

**Mrs Harris, Mr Tomlinson and Mr Marland**