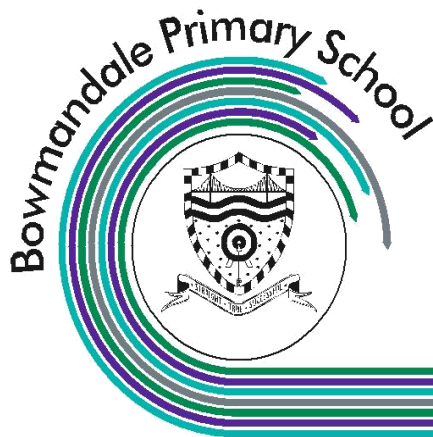




Straight... True... Successful

Key Dates

Fri 25th September- Macmillan Cake Sale (break time)
Mon 5th October- School photos
Mon 19th October—Parent's Evening (3.45pm-6.00pm)
Wed 21st October—Parent's Evening (3.45pm- 6.30pm)
Fri 23rd October—Inspire Morning
Fri 23rd October—School closes for half term (3.30pm)
Mon 2nd November- School reopens
Mon 2nd November —Roman Day
Weds 4th November—Halloween Disco (4.30pm-5.30pm)
Fri 13th November—Children in Need Day
Mon 16th November—Odd Socks Day
Thurs 3rd December- Non uniform day in exchange for chocolate
Fri 4th December—Christmas Fayre (3.30pm)
Fri 11th December—Pantomime
Tues 15th December- Christmas Lunch
Tues 15th December- Festive Fun Run
Thurs 17th December- Y5 Christmas Party
Fri 18th December—School closes (2.30pm)

Homework

On a Friday, the children will receive weekly homework related to the week's learning. I would also be grateful if the children could bring their reading books and records into school every day and aim to read a minimum of at least three times a week. In addition, your child will still be able to access Doodle Maths, Doodle Tables and new for this year - Doodle English. Each class competes to have the highest percentage of children in green so your encouragement with completing this is greatly appreciated!

The children will receive their spellings on a Friday and will be tested the following Friday. They will also complete a short arithmetic maths test on a Friday.

PE

Outdoor PE will be on a **Thursday afternoon** and indoor PE on a **Friday morning**. Please ensure that the children have the appropriate kit on these days. During the winter months we suggest that the children have long sleeved tops/jackets and trousers.

Class Books:

The Boy who made Everyone Laugh—Helen Rutter
Roman Boy - Tony Bradman
The Invention of Hugo Cabret—Brian Selznick

Year 5 JF Autumn Term Curriculum Newsletter

Dear Parents and Carers,

Welcome back to a brand new school year. I hope you have all had a relaxing summer holiday. I am excited to get going this term and it is my absolute privilege to spend this academic year with your children. Year 5 is an important year of learning leading up to their final primary year and at times your children may find the work challenging but hopefully rewarding. It is my number one priority to spend time getting to know your children and build an understanding of their personalities so I am able to determine how I can get the absolute best outcomes for them this year.

To help with this, we have lots of exciting activities planned throughout the term which link to our Autumn project of The Romans. We will be exploring this history rich topic through lots of immersive learning opportunities, as well as reading about the Romans in shared reading.

As always, your support continues to be invaluable to your child's academic progress and I am keen to work in partnership with you. I ask that should you have any concerns or queries, please do not hesitate to speak with me. If you prefer, you can send an email to the school office, who will forward it to me and I will get back to you as soon as possible. I will endeavour to keep the app updated with all the fun things we get up to in school and I look forward to formally meeting with you at our upcoming Autumn Term Parents evening

Kind Regards

Mrs French

School trip:

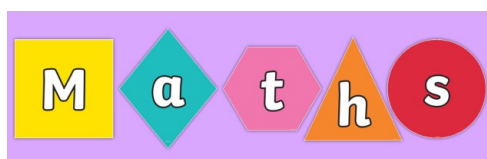
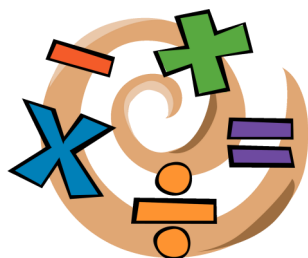
Roman workshop in school— Monday, 2nd November
Whole School Panto Trip— Friday, 11th December

Maths

During the Autumn term, we will be focusing on the topics of:

- Number and Place Value
- Addition
- Subtraction
- Multiplication
- Division
- Fractions

For more information on what we will cover in these topics, please see the attached sheet which provides a breakdown of each target that the children will work towards.



RE/ PSHE

PSHE: Being Me in my World and Dreams and Goals

RE: What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today?

Music

During this term we will be listening to and appraising songs, composing, performing and sharing our learning focused around two key pieces of music.

Science

- The lifecycles of a mammal, insect, amphibian and bird
- Reproduction in plants & animals
- Human Changes
- Forces
- How mechanisms work

PE

Indoor PE: Gymnastics and Fitness

Outdoor PE: Basketball and Hockey

Computing

Quizzing, Databases, Game Creators

French

Je me présente (Presenting Myself)
Pets

English

Throughout the term, we will be looking at a range of genres. The content of the work within each genre will be linked with our class read of 'The Invention of Hugo Cabret' by Brian Selznick.

Some of these genres may include, poetry, recounts, letters, stories, diaries and persuasive arguments.

Please see the attached sheet that identifies the grammar points we may cover or recap on.

Project: Should we be grateful for the Romans?

In Project lessons we will be exploring the Romans, covering areas such as:

History

- Who were the Romans and how did their empire grow?
- Who are some of the well known historical figures from Roman times?
- What were Roman homes like and where did they settle?
- Were the Romans successful inventors and how did they impact Britain?
- What would it be like to visit a Roman bath?
- Were the Romans skilled fighters?
- When and why did the Romans leave?

Art & D.T.

- What was Roman architecture like? e.g. Colosseums and Hadrian's Wall.
- How to design and create our own mosaics
- How to design and create our own catapults

Geography

- Where did the Romans invade?
- How to use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied.



Year 5 maths target sheet

Number and place value		
1a. I can read numbers to at least 1,000,000.	3b. I can count forwards and backwards with positive and negative whole numbers, including through zero.	
1b. I can write numbers to at least 1,000,000.		
1c. I can order numbers to at least 1,000,000.	4a. I can round any number up to 1,000,000 to the nearest 10.	
1d. I can compare numbers to at least 1,000,000.	4b. I can round any number up to 1,000,000 to the nearest 100.	
1e. I can determine the value of each digit to at least 1,000,000.	4c. I can round any number up to 1,000,000 to the nearest 1000.	
2a. I can count forwards in steps of powers of 10 for any given number up to 1,000,000.	4d. I can round any number up to 1,000,000 to the nearest 10,000.	
2b. I can count backwards in steps of powers of 10 for any given number up to 1,000,000.	4e. I can round numbers up to 1,000,000 to the nearest 100,000.	
3a. I can interpret negative numbers in context.	5. I can solve number problems and practical problems that involve all of the above.	
	6a. I can read Roman numerals to 1000 (M).	
	6b. I can recognise years written in Roman numerals.	
Addition and subtraction		
7a. I can add whole numbers with more than 4 digits, including formal methods.	9. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
7b. I can subtract whole numbers with more than 4 digits, including formal methods.	10a. I can solve addition multi-step problems in context.	
	10b. I can solve subtraction multi-step problems in context.	
8. I can add and subtract numbers mentally with increasingly large numbers.	10c. I can decide which operations and methods to use when solving problems and explain why.	
Multiplication and division		
12a. I can identify multiples.	18c. I can multiply whole numbers and decimals by 1000.	
12b. I can identify factors, including finding all factors pairs of a number and common factors of two factors.	18d. I can divide whole numbers and those involving decimals by 10.	
	18e. I can divide whole numbers and those involving decimals by 100.	
13a. I know and use the vocabulary of prime numbers.	18f. I can divide whole numbers and those involving decimals by 1000.	
13b. I know and use the vocabulary of prime factors and composite (non prime) numbers.	19a. I can recognise and use square numbers and the notation for squared (2).	
14. I can establish whether a number up to 100 is prime and recall prime numbers up to 19.	19b. I can recognise and use cube numbers, and the notation for cubed (3).	
15. I can multiply numbers up to 4 digits by a one or two-digit number using a formal written method, incl. long multiplication.	20a. I can solve problems involving multiplication, using what I know about factors and multiples, squares and cubes.	
16a. I can multiply numbers mentally, drawing upon known facts.	20b. I can solve problems involving division, using what I know about factors and multiples, squares and cubes.	
16b. I can divide numbers mentally, drawing upon known facts.		
17. I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	21. I can solve problem involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	
18a. I can multiply whole numbers and those involving decimals by 10.	22a. I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
18b. I can multiply whole numbers and those involving decimals by 100.		
Fractions (including decimals and percentages)		
23a. I can compare fractions whose denominators are all multiples of the same number.	29b. I can relate thousandths to tenths, hundredths and decimal equivalents.	
23b. I can order fractions whose denominators are all multiples of the same number.	30a. I can round decimals with two decimal places to the nearest whole number.	
24. I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	30b. I can round decimals with two decimal places to the nearest one decimal place.	
25a. I can recognise mixed numbers and improper fractions and convert from one form to the other.	31a. I can read and write numbers with up to three decimal places.	
25b. I can write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]	31b. I can order numbers with up to three decimal places.	
26a. I can add fractions with the same denominator and denominators that are multiples of the same number.	31c. I can compare numbers with up to three decimal places.	
	32. I can solve problems involving numbers up to three decimal places.	
26b. I can subtract fractions with the same denominator and denominators that are multiples of the same number.	33a. I can recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred'.	
27. I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	33b. I can write percentages as a fraction with denominator 100, and as a decimal.	
28. I can read and write decimal numbers as fractions.	34. I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	
29a. I can recognise and use thousandths.		
Measurement		
35. I can convert between different units of metric measure (e.g. km and m, cm and m, cm and mm, g and kg, L and ml).	38b. I can compare the area of rectangles (including squares) using standard units, cm^2 and m^2 .	
36. I can understand and use approximate equivalents between metric units and common imperial units such as inches, pounds and pints.	38c. I can estimate the area of irregular shapes.	
37. I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	39. I can estimate volume and capacity.	
38a. I can calculate the area of rectangles (including squares) and including standard units, (cm^2) and (m^2).	40. I can solve problems involving converting between units of time.	
	41. I can use all four operations to solve problems involving measure using decimal notations, including scaling.	
Geometry – properties of shapes		
42. I can identify 3D shapes from 2D representations.	45b. I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).	
43a. I know angles are measures in degrees.		
43b. I can estimate acute, obtuse and reflex angles.	45c. I can identify other multiples of 90° .	
43c. I can compare acute, obtuse and reflex angles.	46. I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
44. I can draw given angles and measure them in degrees ($^\circ$).	47. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
45a. I can identify angles at a point and one whole turn (360°).		
Geometry – position and direction		
48. I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.		
Statistics		
All 49. using information presented in a line graph.	49c. I can solve difference problems	
49a. I can solve comparison problems.	50a. I can complete information in tables, incl. timetables.	
49b. I can solve sum problems using	50b. I can read and interpret information in tables, incl. timetables.	

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity