



Falcons  
Miss Franklin  
Mrs. Bubb

Year 5  
Autumn 1 Newsletter



Kites  
Miss Fraser  
Ms. Wyeth

**Autumn Term 2023-** A very warm welcome to year 5 and also to upper key stage 2. We hope you have had a relaxing summer and are ready to work hard and enjoy our exciting topics. To find out more about what we have in store, please read our overview for the first half term below.

English: Autumn 1

Week 1 - 3	Writing	Grammar	Spelling
	<p>During this unit, children create persuasive speeches, explanation texts and discussion texts. The final outcome gives children the opportunity to publish their own short science fiction narrative.</p> <p>They will be:</p> <ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing.</li> <li>- Considering how authors have developed characters and settings</li> <li>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -</li> <li>Précising longer passages</li> <li>- Using a wide range of devices to build cohesion within and across paragraphs</li> <li>- Assessing the effectiveness of their own and others' writing -</li> </ul>	<p>The children will be learning the following grammatical concepts:</p> <ul style="list-style-type: none"> <li>-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>-Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> <li>-Use of commas to clarify meaning or avoid ambiguity</li> <li>-Use of expanded noun phrases to convey complicated information concisely</li> <li>-How words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> </ul>	<p>The children will be learning:</p> <p>Words from the Year 5 and 6 Spelling List. (English Appendix 1)</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Homophones</p>

	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	- The difference between structures typical of informal speech and structures appropriate for formal speech and writing	
Week 4- 6	<p><b>Writing</b></p> <p>During this unit the children will learn about the achievements and determination of these four iconic women at key moments in American and world history. This provides the inspiring context for children to write for a range of purposes and for different formal and informal contexts.</p> <p>Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces.: Memoir of one of the women</p> <p>They will be:</p> <ul style="list-style-type: none"> <li>-Identifying the audience for and purpose of the writing.</li> <li>-Considering how authors have developed characters and settings</li> <li>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -</li> <li>Précising longer passages</li> <li>-Using a wide range of devices to build cohesion within and across paragraphs</li> <li>-Assessing the effectiveness of their own and others' writing</li> <li>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p><b>Grammar</b></p> <p>The children will be learning the following grammatical concepts:</p> <ul style="list-style-type: none"> <li>-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>-Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> <li>-Use of commas to clarify meaning or avoid ambiguity</li> <li>-Use of expanded noun phrases to convey complicated information concisely</li> <li>-How words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> <li>- The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>	<p><b>Spelling</b></p> <p>The children will be learning:</p> <p>Year 5 and 6 spelling list (English Appendix 1)</p> <p>Suffixes- cial and -tial</p> <p>Suffixes- ant, ance/ancy</p>

**We will also be reading a book as a class reader Autumn 1:**

In our class-reader, the children will be reading a fictional story based around space.
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They will be identifying themes and conventions, making comparisons within and across books, drawing inferences; considering and discussing the characters thoughts, emotions and actions and how the author conveys this, including through figurative language. They will identify how language, structure and presentation contribute to meaning and contribute in discussions as a class about their findings.

### Spelling words this term (including learning their definitions)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 and 7
<u>Year 5 and 6 Spelling List</u>	<u>Words with the /i:/ sound spelt ei (after c and its exceptions)</u>	<u>Homophones</u>	<u>Year 5 and 6 Spelling List</u>	<u>Words ending in -cial/-tial</u>	<u>Words ending in ant/ance/ancy</u>
conscience conscious equip (-ped, -ment) muscle physical programme system temperature	chief deceive  achieve unveil believe relief	draft/draught cereal/serial device/devise licence/license practice/practise guessed/guest led/lead morning/mourning edition/addition precede/proceed  <u>Dictation wk 1-3</u>	achieve controversy prejudice privilege programme relevant	special essential artificial official(ly) partial(ly)	substance tolerant tolerance observant observance expectance expectant hesitant hesitancy hesitance  <u>Week 7- Dictation for spellings wk 4-6 and revision wk1-6</u>

Children will learn and practice these words at school. Every three weeks, the children will complete a dictation at school, practicing the spellings they have learnt. Children should be encouraged to practice these words at home too.

### Maths Autumn 1:

Week 1 Place Value	Roman Numerals to 1000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000	<b>Place Value Key Vocabulary:</b>  millions, thousands, hundreds, tens, ones, zero, place value, greater than, less than, order, round, rounded, negative number, partition, digit, interval, sequence, linear sequence
Week 2	Powers of 10 10, 100, 1000, 10000, 1000000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100, 000	
Week 3	Compare and order numbers to 1,000,000 Round to the nearest 10, 100, 1000 Round within 100,000 Round within 1,000,000 Assessment of Place Value	

Week 4 Addition and Subtraction	Mental strategies Add whole numbers with more than 4 digits Subtract whole numbers with more than 4 digits Round to check answers Inverse operations (addition and subtraction)	<b>Addition and Subtraction</b> <b>Key Vocabulary:</b> add, total, make, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, estimate, inverse operations, number facts, place value, complex,
Week 5 Addition and Subtraction/ Multiplication and Division A	Multi-step addition and subtraction problems Compare calculations Find missing numbers Assessment of addition and subtraction/ Multiples Common Multiples	<b>Multiplication and Division</b> <b>Key Vocabulary:</b> multiply, groups of, times, divide, share, remainder, factor, multiple, product, quotient, product
Week 6 Multiplication and Division A	Factors Common Factors Prime Numbers Square Numbers Cube Numbers	
Week 7 Multiplication and Division A/ Fractions A	Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Multiples of 10, 100, 1000 Assessment of multiplication and division A/ Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction	<b>Fractions</b> <b>Key Vocabulary:</b> numerator, denominator, unit fraction, non-unit fraction, whole, equivalent, mixed number, improper fraction, simplest form, multiple, common denominator, common numerator

**Mental Skills that we will be developing throughout the year:**

**(Please encourage children to practice these at home)**

Times tables (up to 12 x 12)	Equivalent percentage, fraction and decimals	Please revise telling the time. By year 5, it is the expectation that all children can tell the time on an analogue clock. In summer 2 we study conversion of units of time under our conversion unit.
Corresponding division facts (up to 144 divided by 12)	To be able to recall Prime Numbers up to 20	Practice measuring using different units of measurements- length, width, capacity and volume, weight and mass.
Multiply and divide by 10, 100 and 1000	To understand what a composite number is	
	Roman Numerals up to a thousand	
	Count in ascending and descending order through 0 in ones and multiples.	

**Homework**

Reading	Reading for 15 minutes, 5 times a week
Maths	10 minutes on Century Maths, 15 minutes on Times Table Rockstars, 2 times a week
English	10 minutes on Century English, twice a week

Spelling	Children should return their spelling books every week with their spelling written out in a short story or paragraph
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**P.E Days:** Our P.E Days are Monday and Friday.

<u>Year 5 – Autumn 1</u>			
<p><b><u>Religious Education-</u></b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- What does it mean to create?</li> <li>- Can Christians believe in creation and the Big Bang?</li> <li>- What does Creation mean for Christians' relationship with God?</li> <li>- What does 'the fall' mean for human suffering and Christian hope?</li> <li>- What responsibility do Christians have for the earth and living things? How do different Christians live this out?</li> <li>- How should Christians live in response to what the Bible says about creation?</li> </ul> <p><b>Key Vocabulary:</b></p> <p>Creation, 'The Fall', Evolution, theory, fact, Big Bang</p>	<p><b><u>Science- Living things and their habitats</u></b></p> <p><b>Children will learn:</b></p> <p>To describe the life process of reproduction in some plants and animals.</p> <p>To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats.</p> <p>To describe the life process of reproduction in some plants and animals by exploring Jane Goodall's work with chimpanzees.</p> <p>To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds</p> <p><b>Key Vocabulary:</b> plants, animal kingdom, classification, life cycles, mammals, insects, birds,</p>	<p><b><u>Life Skills- Me and My Relationships</u></b></p> <p><b>Children will learn:</b></p> <p>-Explain what 'working collaboratively' means and describe the attributes needed to work collaboratively</p> <p>-Explain what is meant by the terms 'negotiate and compromise'</p> <p>-Give examples of some key qualities in friendships and reflect on their own friendship qualities</p> <p>-Identify what things make a relationship unhealthy</p> <p>-Recognise basic emotional needs and understand that they change according to circumstance</p> <p>-Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation.</p> <p>-Recognise characteristics of passive, aggressive and assertive behaviours.</p> <p><b>Key Vocabulary:</b></p>	<p><b><u>Physical Education -</u></b></p> <p><b>Children will learn:</b></p> <p>-To perform symmetrical and asymmetrical balances with and without using apparatus.</p> <p>-To develop the straight, forward, straddle and backward roll.</p> <p>-To explore different travelling actions using both canon and synchronisation.</p> <p>-To explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>-To perform progressions of inverted movements.</p> <p>-To explore matching and mirroring in sequence work.</p> <p>-To create a partner and sequence using apparatus.</p> <p><b>Key Vocabulary:</b></p> <p>Physical- symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social-work safely, support others, collaboration Emotional- confidence, perseverance, resilience, determination</p>

	amphibian, metamorphosis, asexual, sexual, reproduction.	<b>Self-esteem, conflict, resolution, respect, cooperation, trust, resilience and assertiveness.</b>	Thinking- observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences
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<p><b><u>Physical Education- Netball</u></b></p> <p><b>Children will learn:</b>          -To develop passing and moving to maintain possession.          -To use a variety of attacking skills to lose a defender.          -To move into and create space to support a teammate.          -To use defending skills to gain possession.          -To develop accuracy in the shooting action under pressure.          -To use and apply skills, principles and tactics to a game situation.</p> <p><b>Key Vocabulary:</b></p> <p><b>Physical-throw, catch, change direction, change speed, shoot.</b>  <b>Social- communication, collaboration, respect</b>  <b>Emotional- honesty and fair play, pride, empathise, persevere</b>  <b>Thinking- select and apply, decision making, comprehension</b></p>	<p><b><u>Geography - In Autumn 2</u></b></p>	<p><b><u>History - Anglo-Saxons</u></b></p> <p><b>Children will:</b>          -Develop a chronologically secure knowledge and understanding of British and world history          -Develop the appropriate use of historical terms          - Understand how our knowledge of the past is constructed from a range of sources          -Construct informed responses that involve thoughtful selection and organisation of relevant historical information          -Note connections, contrasts and trends over time          -Regularly address and devise historically valid questions about significance</p> <p><b>Key Vocabulary:</b>  <b>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, interpretation, classification, strata, shard, site, trench.</b></p>	<p><b><u>Computing- Computer Systems and Networks</u></b>  <b><u>Google Slides</u></b>  <b>Children will learn:</b></p> <p>Recognising IT systems in the world and how some can enable searching on the internet.</p> <p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p> <p><b>Key Vocabulary:</b>          Computer system, input, output, algorithm, Computer Network, Data, Data Set, Information Technology, Server</p>
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<p><b><u>Art- Typography and Maps</u></b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-To understand how typography can be used creatively to communicate thoughts and ideas.</li> <li>-How to create their own typeface inspired by their own interests.</li> <li>-To make their drawings strong and powerful.</li> <li>-How to apply their new typography skills and powerful drawing skills to make a visual map.</li> <li>-How to display the work made through the half term and reflect on the outcomes with their peers.</li> </ul> <p><b>Key Vocabulary:</b></p> <p><b>Typography, lettering, graphics, design, visual impact, pictorial maps, symbols, present, share and reflect.</b></p>	<p><b><u>Music- Keyboards</u></b></p>  <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-Be introduced to a beginner keyboard course where they will learn how to play a choice of notations at differing speeds.</li> <li>-The range of notes increases gradually and the right hand position varies to build familiarity with the keyboard. Different articulations are introduced and both single and fingered chords are included.</li> </ul> <p><b>Key Vocabulary:</b></p> <p><b>-tempo, notations, articulations, notes and rhythm.</b></p>	<p><b><u>Design and Technology- DT day in Autumn 1.</u></b></p> <p><b><u>DT to be taught during Autumn 2.</u></b></p> <p><b>During their DT day, the children will:</b></p> <ul style="list-style-type: none"> <li>-Identify stronger and weaker shapes.</li> <li>-Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.</li> <li>-Identify beam, arch and truss bridges and describe their differences.</li> <li>-Use triangles to create simple truss bridges that support a load (weight).</li> <li>-Cut beams to the correct size, using a cutting mat.</li> <li>-Smooth down any rough cut edges with sandpaper.</li> <li>-Follow each stage of the truss bridge creation as instructed by their teacher</li> <li>-Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher.</li> <li>-Identify some areas for improvement, reinforcing their bridges as necessary.</li> </ul> <p><b>Key Vocabulary:</b></p> <p><b>Beam bridge, arch bridge, truss bridge, strength,</b></p>	<p><b><u>Trips and Visitors-</u></b> TBC</p> <p>Information to follow via ParentMail for this half term.</p>
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		<b>technique, corrugation, rigid and reinforce.</b>	
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