

# Curriculum Mornings

**Year 5**

4.10.24

Whittingham Primary Academy



# Year 5 Team



| Staff Member | Role               | Class        |
|--------------|--------------------|--------------|
| Ms Meredith  | Class Teacher      | Wilson Class |
| Mrs Romuzga  | Class Teacher      | Coelho Class |
| Mrs Saunders | Teaching Assistant | Coelho Class |
| Ms Pushpita  | Teaching Assistant | Wilson Class |

# Key Stage Phase Lead

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| Staff Member | Role  |
|--------------|---|
| Mrs Dasgupta | Interim Co-head of School<br>Year 4, 5 and 6 Lead |

# School Values

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Character and values are an essential of our schools' hidden curriculum. Each week we focus on a different value that is explicitly taught and modelled to pupils so that they can see, learn and then demonstrate these values in their everyday experience.

This will support pupils to use these values during their time at school but also going beyond the primary school experience .

Creativity

Ambition

Determination

Respect

Enthusiasm

Confidence

# Schemes used to support Teaching and Learning.



We adapt our curriculum and deliver lessons to meet the needs of all of our pupils.

| Subject  | Scheme                     |
|--|----------------------------|
| English, Science, History, Geography, Art & Design, DT, RE | United Learning Curriculum |
| Maths  | White Rose Curriculum      |
| Computing  | Purple Mash                |
| Music  | Charanga                   |
| PE   | Get Set 4 Education        |
| PHSE and RSE   | 1Decision                  |
| MFL  | Language Angels            |

# Science

|          | N3-4   | Reception  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
|----------|--|--|--|--|--|--|---|--|
| Autumn 1 | <b>It's getting cold outside / Bears</b><br>Weather where we live, habitats where bears live                   |  | <b>BIOLOGY</b><br><b>Plants</b><br>Identifying and naming common plants and describing basic structures                        | <b>BIOLOGY</b><br><b>Plant growth</b><br>Plants grow from seeds, and require water, light and a suitable temperature                           | <b>CHEMISTRY</b><br><b>Rocks</b><br>Comparisons of types of rocks and how fossils are formed                       | <b>BIOLOGY</b><br><b>Classifying organisms</b><br>Introduction to classifying animals and their environment            | <b>CHEMISTRY</b><br><b>Separating mixtures</b><br>Identifying and separating mixtures; reversible and non-reversible changes                  | <b>PHYSICS</b><br><b>Electricity</b><br>Investigating variations in series and parallel circuits, and how electricity is generated |
| Autumn 2 | <b>Polar express / Special days</b><br>Melting and freezing; natural and artificial materials                  |  | <b>BIOLOGY / PHYSICS</b><br><b>Seasonal changes</b><br>Observing changes across four seasons and describing associated weather | <b>BIOLOGY</b><br><b>Needs of animals</b><br>Animals need water, food and air to survive and to have offspring                                 | <b>PHYSICS</b><br><b>Light</b><br>Relationship between light and how we see; the formation of shadows              | <b>BIOLOGY</b><br><b>Food &amp; digestion</b><br>The human digestive system and food relationships in ecosystems       | <b>BIO / CHEM / PHYSICS</b><br><b>Energy</b><br>Introducing the concept of energy stores and energy transfers; relate this to prior knowledge | <b>BIOLOGY</b><br><b>Evolution</b><br>Fossils; introduction to the idea that adaptation may lead to evolution                      |
| Spring 1 | <b>On the Move / Toys</b><br>Exploring pushes, pulls and magnets   |  | <b>CHEMISTRY</b><br><b>Everyday materials</b><br>Distinguishing objects from their material, and describing simple properties  | <b>CHEMISTRY</b><br><b>Uses of materials</b><br>Comparisons of an object's material with its use; impact of bending, twisting on solid objects | <b>BIOLOGY</b><br><b>Organisms</b><br>The role of muscles and skeletons; the importance of nutrients               | <b>CHEMISTRY</b><br><b>Particle model and states of matter</b><br>States of matter in relation to particle arrangement | <b>BIOLOGY</b><br><b>Life cycles</b><br>Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes                     | <b>PHYSICS</b><br><b>Light</b><br>How light travels and is reflected, and how this allows us to see                                |
| Spring 2 | <b>On the Farm / Food Glorious Food</b><br>Life cycles of farm animals and plants                              | <b>Spring in our step</b><br>Wildlife and weather in spring and winter; habitats around our school | <b>Consolidation and review</b>  | <b>BIOLOGY</b><br><b>Living things &amp; habitats</b><br>Introduction to habitats, micro-habitats, and simple food chains                      | <b>BIOLOGY</b><br><b>Plants</b><br>Features of flowering plants and what they need to survive                      | <b>PHYSICS</b><br><b>Sounds</b><br>Relationship between strength of vibrations and volume of sound                     | <b>BIOLOGY</b><br><b>Human development</b><br>Human development to old age  | <b>BIOLOGY</b><br><b>Further classification</b><br>Further classification of organisms based on characteristics                    |
| Summer 1 | <b>Once upon a time 1 / 2</b><br>Properties of materials and exploring mixtures                                |  | <b>BIOLOGY</b><br><b>Animals</b><br>Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores    | <b>CHEMISTRY</b><br><b>Solids, liquids and gases</b><br>How the same substances can exist as solids, liquids and gases                         | <b>PHYSICS</b><br><b>Forces &amp; motion</b><br>Introducing pushes and pulls; opposing forces, and balanced forces | <b>PHYSICS</b><br><b>Electricity</b><br>Simple series circuits   | <b>PHYSICS</b><br><b>Forces</b><br>Gravity, air and water resistance and friction; introduction to pulleys                                    | <b>BIOLOGY</b><br><b>Functions of the human body</b><br>Human circulatory system; transport of nutrients within the body           |
| Summer 2 | <b>All creatures great and small 1 / 2</b><br>Life cycles of animals in trop. rainforests, sea, and grasslands | <b>Science detectives</b><br>Properties of materials and habitats around the world                 | <b>BIOLOGY</b><br><b>Humans</b><br>Human body parts and senses   | <b>Consolidation and review</b>  | <b>PHYSICS</b><br><b>Magnetism</b><br>Contact and non-contact forces, including friction and magnetism             | <b>CHEMISTRY</b><br><b>Properties of materials</b><br>Considering physical and chemical properties                     | <b>PHYSICS</b><br><b>Earth and space</b><br>Movements of planets and the Moon, and relationship to day and night                              | <b>CHEMISTRY</b><br><b>Physical and chemical changes</b><br>Identifying physical and chemical changes                              |

# History

|        | N3-4  | Reception  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|--------|---|--|--|--|---|--|---|---|
| Autumn | <p><b>Marvellous Me &amp; Look at Me</b><br/>[Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p> | <p><b>Me and my world</b><br/>[Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p><b>My heroes</b><br/>[Aut1]</p> <p>Comparing heroic characters from the past and present</p> | <p><b>My family history</b><br/>[Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p> | <p><b>Local history</b></p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>     | <p><b>European history: Prehistoric Britain</b><br/>[Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p> | <p><b>North American history: Ancient Maya</b><br/>[Aut 2]</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>                              | <p><b>European history: Ancient Rome</b><br/>[Aut2]</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>               | <p><b>European history: Anglo-Saxons</b><br/>[Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>   |
| Spring | <p><b>On the move</b><br/>[Spr1]</p> <p>Exploring occupations related to transport</p> <p><b>On the farm</b><br/>[Spr2]</p> <p>Exploring occupations related to farming</p>     | <p><b>Castles, knights and dragons</b><br/>[Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>                                  | <p><b>History of transport</b></p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>  | <p><b>Great Fire of London</b><br/>[Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p> | <p><b>African history: Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>                               | <p><b>Asian history: Early Islamic Civilisation</b><br/>[Spr1]</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p> | <p><b>European history: Roman Empire in Britain</b></p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>  | <p><b>European history: Viking age</b><br/>[Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p> |
| Summer |   | <p><b>Where we live</b><br/>[Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>   | <p><b>Homes through time</b></p> <p>How homes looked different in the past, using pictures and videos</p>  | <p><b>Explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>                 | <p><b>European history: Ancient Greece</b><br/>[Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>                                | <p><b>European history: Local History</b></p> <p>Why is [X] famous today?<br/>How has [local feature] been important in our community?<br/>How has migration shaped our community?</p>                               | <p><b>Global history: Quest for knowledge</b><br/>[Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p> | <p><b>Global history: Power, empire and democracy</b></p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>                                      |

# Geography

|        | N3-4  | Reception  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|--------|---|--|---|--|---|--|--|---|
| Autumn | <p><b>Marvellous Me / Look at Me</b><br/>The house and street I live on</p> <p><b>It's getting cold / Bears</b><br/>Weather and habitats around the world</p> <p><b>Polar express / Special days</b><br/>Polar habitats</p> |  | <p><b>Here I am</b><br/>[Aut 1]<br/>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>                                | <p><b>Mini Mappers</b><br/>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>                                     | <p><b>United Kingdom</b><br/>[Aut 1]<br/>Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.</p>                | <p><b>Looking at South America and Brazil</b><br/>Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p> | <p><b>Investigating world trade</b><br/>[Aut1]<br/>Understanding the distribution of the world's natural resources and these are traded between places across the world</p>                              | <p><b>Improving the environment</b><br/>[Aut 2]<br/>Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p> |
| Spring |   | <p><b>Spring in our step</b><br/>Weather and wildlife in winter and spring</p>   | <p><b>Where we are</b><br/>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>  | <p><b>Hot and cold deserts</b><br/>[Spr 1]<br/>Locating hot and cold deserts, and identifying common physical and human features</p>                                       | <p><b>Volcanoes</b><br/>Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>             | <p><b>Tropical rainforests</b><br/>[Spr 2]<br/>Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>                | <p><b>Looking at North America and Water</b><br/>Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.</p> | <p><b>On the move</b><br/>[Spr 1]<br/>Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.</p>    |
| Summer | <p><b>All creatures great and small 1 / 2</b><br/>Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>  | <p><b>Where we live</b><br/>Picture maps and plan views, simple human and physical features</p> <p><b>Science detectives</b><br/>Comparing our community with settlements in Kenya</p> | <p><b>There you are</b><br/>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p> | <p><b>Rivers, seas and oceans</b><br/>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p> | <p><b>Looking at Europe and Tourism</b><br/>[Sum 1]<br/>Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p> | <p><b>Earthquakes and human settlements</b><br/>Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>  | <p><b>Climate across the world</b><br/>[Sum 1]<br/>Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.</p>                                | <p><b>I am a geographer</b><br/>Posing questions, completing fieldwork and presenting a geographical investigation</p>  |

# Art

|        | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|--------|---|--|---|---|---|---|
| Autumn | <p><b>I Am An Artist [Aut1]</b><br/>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p><b>Paul Klee</b><br/><b>Piet Mondrian</b><br/><b>Wassily Kandinsky</b></p> | <p><b>Our School [Aut1]</b><br/>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid</b><br/><b>The Boyle Family</b></p>                      | <p><b>Why Do We Make Art? [Aut2]</b><br/>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p><b>Satoshi Kitamura</b><br/><b>Pablo Picasso</b><br/>History</p> | <p><b>Pattern &amp; Pumpkins [Aut1]</b><br/>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p><b>Yayoi Kusama</b></p>  | <p><b>Illustration &amp; Narrative Art [Aut1]</b><br/>Developing a visual response to a text, creating digital art.</p> <p><b>Raphael, Leonardo, Michelangelo</b><br/><b>Marjane Satrapi, Mel Tregunning</b><br/>English</p>        | <p><b>Recycled Materials Installation [Aut2]</b><br/>Using plastic waste to create an installation.</p> <p><b>Ifeoma Anyaeji</b><br/><b>Serge Attukwei Clottey</b><br/><b>Veronika Richterová</b><br/><b>Katharine Harvey</b><br/>Geography, Science</p>        |
| Spring | <p><b>Paper Sculpture</b><br/>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p><b>Charles McGee</b></p>     | <p><b>Colour and Tone [Spr1]</b><br/>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth</b><br/><b>Pablo Picasso</b><br/>English</p>                            | <p><b>Clay Fairy Tales</b><br/>Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p><b>Anthony Browne</b><br/><b>Quentin Blake</b><br/>English</p>   | <p><b>Watercolour Tropical Rainforest</b><br/>Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p><b>Abel Rodriguez</b><br/><b>Henri Rousseau</b><br/><b>Henri Matisse</b><br/>Geography</p>           | <p><b>Journeys [Spr1]</b><br/>Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p><b>Richard Long, Frida Kahlo, Lubaina Himid</b><br/>English</p> | <p><b>Displacement / Challenges [Spr2]</b><br/>Looking at the work of artists who have been refugees or have produced art in different circumstances.</p> <p><b>Pissarro, Wiltshire, Schwitters, Kerr</b><br/>Geography</p>                                     |
| Summer | <p><b>The Natural World</b><br/>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p><b>Leonardo Da Vinci</b><br/><b>Claude Monet</b><br/><b>Frances Hatch</b></p>        | <p><b>Painting Water</b><br/>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai</b><br/><b>David Hockney</b><br/><b>Claude Monet</b><br/>Geography</p> | <p><b>Mythology [Sum2]</b><br/>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p><b>Raphael</b><br/><b>Van Gogh</b><br/><b>Frank Auerbach, Chris Ofili</b><br/>History</p>        | <p><b>My Favourite Things [Sum1]</b><br/>Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions.</p> <p><b>Pippa Goodhart</b><br/><b>Joseph Cornell</b><br/>English</p> | <p><b>Pattern &amp; Sculpture</b><br/>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p><b>Mark Heard</b><br/><b>Jackie Morris</b></p>                                 | <p><b>Art &amp; Identity [Sum2]</b><br/>Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition.</p> <p><b>Yinka Shonibare</b><br/><b>Sonia Boyce</b><br/>[History]</p> |

| Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|--|---|--|---|---|---|
| <p><b>Food</b><br/>[Aut2]</p> <p><b>Eat a Rainbow</b><br/>Preparing a colourful fruit salad and crudites.</p>                                  | <p><b>Food</b><br/>[Aut2]</p> <p><b>Salads</b><br/>Preparing healthy, balanced salads that include proteins.</p>                                    | <p><b>Structures</b><br/>[Aut1]</p> <p><b>Picture Frames</b><br/>Picture frames that would be made and sold in a commercial context.</p>             | <p><b>Food</b><br/>[Aut2]</p> <p><b>Soups</b><br/>Cooking vegetables and grains and combining into healthy soups.</p>               | <p><b>Programming</b><br/>[Aut2]</p> <p><b>Interactive Display</b><br/>Interactive information display for a context decided by pupils.</p> | <p><b>Textiles</b><br/>[Aut1]</p> <p><b>Head Coverings</b><br/>Made to measure hats and head coverings for a context decided by pupils.</p>       |
| <p><b>Mechanisms</b></p> <p><b>Moving Pictures</b><br/>Using simple linkages (levers) to <u>make</u> a moving picture for someone at home.</p> | <p><b>Mechanisms</b><br/>[Spr1]</p> <p><b>Wheels &amp; Axles</b><br/>An engineering project to design a buggy that rolls straight and smoothly.</p> | <p><b>Textiles</b></p> <p><b>Keeping it Contained</b><br/>A solution for users who struggle to keep possessions safe in their bag.</p>               | <p><b>Structures</b></p> <p><b>Flat Pack</b><br/>Designing a flat pack toy or model that can be sold for construction by users.</p> | <p><b>Food</b></p> <p><b>Sauces</b><br/>Building foundational cooking skills with a range of staple sauces.</p>                             | <p><b>Systems</b><br/>[Spr1]</p> <p><b>Sustainable Systems</b><br/>Identifying a need and designing a sustainable solution at a system level.</p> |
| <p><b>Structures</b></p> <p><b>Outdoor Space</b><br/>Designing an outdoor space and creating a 3D model to share the design.</p>               | <p><b>Textiles</b></p> <p><b>Glove Puppets</b><br/>Creating props to tell a story to children in EYFS.</p>  | <p><b>Food</b><br/>[Sum1]</p> <p><b>Sandwiches and Packed Lunches</b><br/>Making sandwiches with a balance of proteins fats &amp; carbohydrates.</p> | <p><b>Structures &amp; Programming</b><br/>[Sum2]</p> <p><b>Mood Lighting</b><br/>Using nets and circuits to programme lighting</p> | <p><b>Mechanisms</b><br/>[Sum2]</p> <p><b>Pulleys</b><br/>Using pulleys and levers to create a video that shares a message.</p>             | <p><b>Food</b><br/>[Sum1]</p> <p><b>Savoury Snacks</b><br/>Cooking and baking filled pastries and other balanced picnic snacks.</p>               |

# Physical Education

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- Coelho have PE on Tuesday and Thursday. Wilson have PE on PE on Monday and Wednesday.
- Both sessions take place in the Large hall or Key Stage 2 Playground.



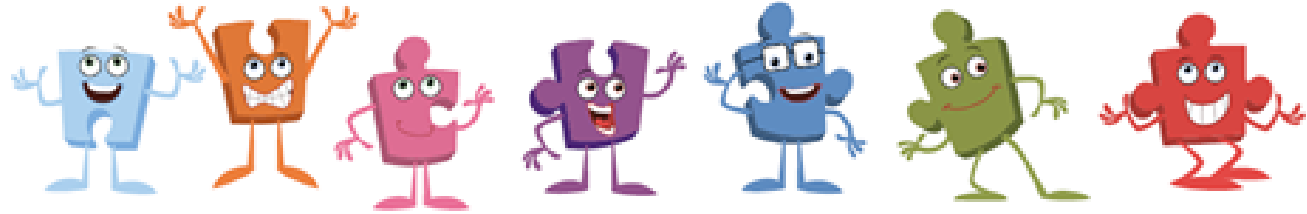
# Spanish

- In KS2 (years 3-6) Spanish lessons are taught weekly by Mrs Torner who is a qualified teacher and a native Spanish speaker.
- The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase

**KS2 Unit Planner**

|                    | Year 3  | Year 4   | Year 5  | Year 6                                 |
|--------------------|---|--|---|--|
| <b>Autumn Term</b> |   |  |   |  |
| <b>Half Term 1</b> | Phonetics lesson 1 (C) & I'm Learning spanish (E) | Phonetics lesson 2 (C) & Presenting Myself (I) | Phonetics lesson 3 (C) & Do You Have A Pet? (I) | Phonetics lesson 4 (C) & At School (P) |
| <b>Half Term 2</b> | Seasons (E)                                       | Family (I)                                     | What Is The Date? (I)                           | Regular Verbs (P)                      |
| <b>Spring Term</b> |   |  |   |  |
| <b>Half Term 1</b> | Musical Instruments (E)                           | Goldilocks or Tudors (I)                       | The Weather (I)                                 | The Weekend (P)                        |
| <b>Half Term 2</b> | Fruits or Vegetables (E)                          | Habitats (I)                                   | Habitats or Romans (I)                          | World War II, Habitats or Planets (P)  |
| <b>Summer Term</b> |   |  |   |  |
| <b>Half Term 1</b> | Ice-Creams (E)                                    | Classroom (I)                                  | Olympics (I)                                    | The Vikings (P)                        |
| <b>Half Term 2</b> | Little Red Riding Hood or Ancient Britain (E)     | My Home (I)                                    | Clothes (I)                                     | Me In The World (P)                    |

# SRE in Year 5



| 1decision resource | Keeping/Staying Safe                              | Keeping/Staying Healthy                     | Growing and Changing                        | Being Responsible  | Feelings and Emotions                     | Computer Safety                                   | The Working World                              | A World Without Judgement                                    |
|--------------------|---|---|---|--|---|---|--|--|
| Great teaching     | Peer Pressure<br>Adults views<br>Children's views | Smoking<br>Adults views<br>Children's views | Puberty<br>Adults views<br>Children's views | Looking out for others<br>Adults views<br>Children's views | Anger<br>Adults views<br>Children's views | Image sharing<br>Adults views<br>Children's views | Enterprise<br>Adults views<br>Children's views | Inclusion and acceptance<br>Adults views<br>Children's views |

|                     |   |  |  |   |  |   |  |   |
|---------------------|---|--|--|---|--|---|--|---|
| Great learning      | Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it?<br>Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure. | Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressures of smoking. | Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty. Be able to develop coping strategies to help with the different stages of puberty. | Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour. Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way. | Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important. How to debate. | Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online. | Understand the basics of saving money, be able to identify how you can help at home. Understand how to budget for items you would like to buy. | What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion. |
| Breadth and Balance | SMSC  | Science<br><a href="http://www.quit.org.uk/wp-content/uploads/2017/09/PrimaryResource-Pack.pdf">http://www.quit.org.uk/wp-content/uploads/2017/09/PrimaryResource-Pack.pdf</a>   | Science<br><b>English reading:</b> Dr Christian's Guide to Growing Up by Dr Christian Jessen and Dave Semple   | SMSC  | PE<br>Wellbeing<br>Nurture group work<br>English - debating  | Computing<br>Writing<br>SMSC  | Maths<br>Multi subject possibilities of planning for an event  | RE<br>History<br>Art  |

# Maths

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## Number & Place Value

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

## Addition & Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

## **Multiplication & Division**

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- 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
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

# Maths

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## Fractions (decimals & percentages)

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction
- 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 fractions with a denominator of a multiple of 10 or 25.

# Maths

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## Measurement

- convert between different units of metric measure
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation including scaling.

# Maths

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## Properties of Shape

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)

## Identify:

- angles at a point and 1 whole turn (total 360o)
- angles at a point on a straight line and half a turn (total 180o)
- other multiples of 90o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

## Position & Direction

- 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

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

# English - Writing

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In Year 5 (age 9–10), your child will work towards being able to:

## **Plan their writing by:**

Identifying the audience for and purpose of the writing

Noting and developing initial ideas, drawing on reading and research where necessary.

## **Draft and write by:**

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Using a wide range of devices to build cohesion within and across paragraphs

Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, and underlining).

## **Evaluate and edit by:**

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof-read for spelling and punctuation errors.

# English - Grammar

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Vocabulary, grammar & punctuation

**develop their understanding of the concepts set out in Appendix 2 by:**

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

**learning the grammar for years 5 and 6 in Appendix 2**

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

# Educational Visits

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- All year groups have planned their educational visits for each term and are in the process of booking these visits.
- Year 5 will be visiting many different places linked to their learning including London Mithraeum (Roman Britain) and commencing swimming lessons later on in the year.

# Curriculum Weeks

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- This year, Whittingham will have a cross curricular week where the pupils will learn different skills and eventually be able to cook a meal for themselves. This will incorporate, English, Maths, Science and DT.



# Reading Journal Expectations

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- Although Homework may not be as impactful at primary level, one thing that parents can do to help support pupils at home is to ensure that they read each night and hear them read.
- **Learning to read**  
Teaching our children to read will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances.  
Being able to decode a text alone though is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop.
- **Reading at home and reading for pleasure**  
Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.
- Reading for just 20 minutes a day = 1.8 million words a year!

# Reading Journal Expectations

- Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.
- Reading records**  
Every child is provided with a reading record to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read, it helps pupils understand that parents and teachers have the same expectations with reading and that the child is ready for new books to be sent home.

|           | Daily  |
|-----------|--|
| Nursery   | Be read to by an adult at home                           |
| Reception | Be read to by an adult at home and Reading for 5 minutes |
| Year 1    | Reading for 10 minutes                                   |
| Year 2    | Reading for 10 minutes                                   |
| Year 3    | Reading for 15 minutes                                   |
| Year 4    | Reading for 20 minutes                                   |
| Year 5    | Reading for 20 minutes everyday                          |
| Year 6    | Reading for 20 minutes everyday                          |

# Social Media



**MissMeredithWHA** @MissMeredithWHA · Oct 6

We enjoyed learning more about separating mixtures in Science today. Wilson class showed a brilliant understanding of the various different techniques! @WhittinghamWHA



**Courtney Thompson** @MissThompsonWHA · 6h

Parents and carers, don't forget the deadline for pupil submissions for the @UnitedLearning Christmas Card competition is Monday 17th at 9am! The competition is open to all children and further information can be found in the letter sent to you on October 4th. @WhittinghamWHA



# Homework

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- Pupils will receive a grid of homework tasks which will be set every half term. It will include with many opportunities to choose different tasks linked to our school curriculum and each task can be completed weekly.
- This will be acknowledged by the teacher weekly and is an opportunity for pupils to share with their teacher and class what they have been learning at home and support their learning in school.
- This can also be used as a way of showcasing and promoting the school values.

# Parental Support

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- Partnership with parents and carers is vital.
- There will be more opportunities for parents and carers to attend reading mornings on a Wednesday morning or parent/ carer workshops.
- This will support you and your child to know what the provision in school looks like and further support you to help your child at home.

# Parental Support

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- Partnership with parents and carers is vital.
- Stay and Read
- Coffee Mornings
- Parent consultations

# Partnership with Parents

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- Key to successful time in school:
- Parent Consultation
- Reports
- Sharing information
- Working together



# Expectations

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- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Children wear correct PE kit
- Children read for 20 minutes each day at home
- Parents/ children write a comment in reading books
- Children display high standards of behaviour around the school

# Question Time ...

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