



Curriculum Information Sheet Autumn Term 2020-2021

Class: Joyful Jellyfish & Sensible Seahorses Year 5

September 2020

Dear Year 5 Parents/Carers,

Welcome to the new academic year 2020 – 2021. We pray you and your loved ones are safe and well. We will be spending the first four weeks of this term working on a 'Recovery Curriculum'. There are five main aspects to the recovery curriculum:

- Restoring Relationships
- Community
- Resilience
- Metacognition
- Place

Due to the Corona virus pandemic, we have had to make some changes to the curriculum to create time to cover the most important missed content whilst continuing to deliver an ambitious and inclusive curriculum.

During the first half of the Autumn term, we will focus on the teaching of core subjects, i.e. Maths, Reading, Writing and Science. Alongside focused teaching of basic skills, we will deliver PSHE and PE provision that focuses on children's physical, emotional and mental well-being and supports pupils to reintegrate back into school life. We will continue to use cross-curricular links effectively to ensure that children are accessing a broad and balanced curriculum under the current circumstances. Yoga, Sanskrit and PRE lessons will continue to be taught by specialist teachers.

Towards the end of the second half-term, we will begin to re-introduce foundation subject such as Art and DT, Humanities (History and Geography) and Computing. The Department for Education's statutory guidance is asking schools to aim to return to the school's normal curriculum in all subjects by summer term 2021. Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment. This will take place at the beginning of September 2020.

Please use the information below as general guidance and keep in mind that our curriculum is currently subject to change based on the needs of our pupils.

ENGLISH

We will be studying novels and stories by significant children's authors.

Key Book: Oliver Twist by Charles Dickens.

We will be focusing on:

- Writing diary entries from a character's point of view
- Newspaper reports covering an issue in the story
- Writing character descriptions
- Guided reading: comprehension/summarising/ vocabulary building/ grammar investigation
- Historical narrative, writing stories from the viewpoints of different characters
- Vocabulary, Spelling, Grammar, Reading and Comprehension
- Modal verbs
- Fronted adverbials
- Prefixes and suffixes
- Use of dictionaries and thesauruses



Key book: Street Child by Berlie Doherty.

We will be focusing on:

- Character descriptions
- Character studies
- Diary entries
- Writing an alternative ending to the book
- Vocabulary, Spelling, Grammar, Reading and Comprehension
- Prefixes and suffixes
- Reading comprehension
- Use of dictionaries and thesauruses

Handwriting

To write legibly, fluently and with increasing speed.

Spelling

All children will be given weekly spellings to practise based on the Year 5 SPAG curriculum and they will be tested on these.


MATHS





Each week the children will be challenged on key areas of the **Year 5 maths curriculum**. The principal focus of mathematics teaching in Upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

We will be developing their skills in:

- **Securing number facts, place value and relationships**
 - 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 zero
 - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
 - solve number problems and practical problems that involve all of the above
 - read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- **Addition and 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 and 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 (nonprime) 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 1000

<p style="text-align: center;">SCIENCE</p> 	<p>We will be learning about Earth and Space:</p> <ul style="list-style-type: none"> • Movement of earth, moon and other planets • Night and Day • Describing the sun, earth and the moon as spherical bodies <p>We will also be learning about Forces. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Forces we will be learning about:</p> <ul style="list-style-type: none"> • How unsupported objects fall towards the Earth because of the force of gravity. • The effects of air resistance, water resistance and friction. • Mechanisms, including levers, pulleys and gears. <p>The principal focus of Science teaching in upper Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, developing ideas about everyday phenomena and the relationships between living things and familiar environments. They will begin to develop their ideas about functions, relationships and interactions.</p>
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<p style="text-align: center;">PSHE</p> 	<p>Theme: Relationships</p> <p>Families and friendships: Managing friendships and peer influence</p> <p>Safe relationships: Physical contact and feeling safe</p> <p>Character formation: Helpfulness in your family</p> <p>Friendliness: What are my friends interested in?</p> <p>Courtesy: A courteous debate</p> <p>Forgiveness: positive role models</p> <p>Respecting ourselves and others: Acting respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Character formation: kindness</p> <p>Fairness: seeing another point of view</p> <p>Respect: tricky discussion questions, similarities and differences</p>
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<p style="text-align: center;">Philosophy Religion and Ethics Education</p> 	<p style="text-align: center;">Focus: Creation & Destruction</p> <p>Pupils will learn about the various creation stories from Hindu, Christian and Shamanist (or other tribal faith world views) and compare these with the scientific knowledge of the Big Bang. In particular, pupils will discover how Krishna appears in different forms as Vishnu, Shiva and Brahma and that each has a particular function within the Vedic cosmology. This is an interesting unit inspiring deep questioning and an opportunity to explore faith and fact, as well as consider questions about the meaning of life. Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, Tsunamis, natural and manmade disasters) and create a project that shows synthesis from research, knowledge acquisition and creative presentations.</p>
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SANSKRIT	HEALTH & WELLBEING
<ul style="list-style-type: none"> • Revision of Alphabet without and with vowels • Learn names of animals • Ask and answer simple questions. • Story: The Greatest Treasure. • Gita Verse 	<p>Physical Education</p> <p>Dance Children will learn to work in peers and individually to develop simple dance moves with a cross curricular theme linked to their topic in English: Victorians. As they progress through their journey, children will be able to dance expressively, begin to use compositional skills creating motifs, phrases and sections of dances.</p>
<p>PERFORMING ARTS</p> <p>Music Both Year 5 classes will be taught to sing and play musically with increasing confidence and control in partnership with the Harrow Music Service.</p>	<p>Athletics Children will move onto athletics, developing consistency of their actions in the jumping events e.g. stand long jump. They will have the opportunity to experiment with different running styles by improving the consistency of their running technique. They will be introduced to a variety of throwing techniques. (Recovering curriculum, addressing issues as a result of lockdown restrictions: loss of functional capacity, anxiety, bereavement, trauma or stress, suffering from isolation).</p>
<p>TRIPS & OTHER EVENTS</p> <ul style="list-style-type: none"> • Welcome to Year 5 Parent meeting on Friday 11th September from 4-4.45 via zoom (login details to be sent in due course) • Free Virtual GeoBus Workshop on Earth and Space Wednesday 7th October 2020 • Life as a Victorian production by Arty-Fact in School (dependent on Government restrictions) TBC • Yom Kippur assembly to parents on Thursday 24th September 1:30 pm to 2:15pm via zoom • Parent Consultation on Tuesday and Thursday 24th and 26th November on 3:15 pm to 5:30pm: zoom appointments. Pupil's books will not be available. • Christmas Carol Singing Production on Friday 4th December: <ul style="list-style-type: none"> ○ 5SS from 09:30am to 09:45am ○ 5JJ from 1:30pm to 2:30pm 	<p>Meditation Meditation is practised in the morning and halfway through the day to reflect on learning.</p> <p>Yoga In yoga, children will revisit asana taught last year and move toward practising some more challenging asana this year. These will include Halasana (plough), Ardhamatsya-endra asana (half spinal twist and Chakrasana (bridge) Along with this, they will practise sun salutations (Surya Namaskar) and Pranayama Nadi Shudhi and Ujjayi breath.</p> <p>5JJ – PE kits should be worn to school on Wednesday for Yoga and Thursday for PE.</p> <p>5SS – PE kits should be worn to school on Tuesday for PE and Wednesday for Yoga.</p>

Thank you

Mrs Sharda (5JJ), Ms Sassoon (5SS) and Mr Koorichh(5JJ)