

# Class 5



Open Evening Pack

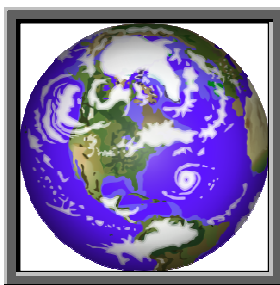
## Class 5 Creative Curriculum Topics



### Autumn Term – Blitz, Bombs and Blackouts

During this term the children will learn about children's experiences of living through World War Two. They will have an understanding of the reason for people's decisions and choices made at this time.

They will use atlases and maps to locate places related to this time in History. They will use ICT to display things they have learnt. Through Science we will look at why they had gas masks and how they kept healthy during a time when food was rationed. They will look at famous figures of interest, such as Anne Frank. Through Music, the class will learn WW2 songs which kept up moral and tell us more about this period of time.



### Spring Term – Cool Planet

This term the class will investigate their effects on the planet and how they can make our school more eco-friendly. They will research famous landmarks and try recreating them in the classroom, as well as looking at the different time zones they are in and the climates. They will take part in debates regarding land fills and wind farms. They will look at persuasive language and use this to change people's minds on recycling. Using rubbish, they will make items fit for reuse. In Science, they will look at Life Cycles of plants and animals as well as studying how changing climates are altering solids, liquids and gases.



### Summer Term – Lights, Camera, Action

The focus this term will very much be on all aspects of performances, from using digital film cameras, editing footage, to performing music for the background, writing scripts and creating animations. Using popular TV programmes as inspiration, they will recreate cookery shows (giving instructions to their audience), produce items to sell at the Summer Fayre, make instruments to be used for sound effects in filming and choreography dance routines for performing. They will look at the earth, sun and moon through Science lessons along with other planets in the solar system as well as how sounds can be changed. They will use the idea of space journeys to perform musical pieces.

# Literacy framework for Year 5

In Year 5, pupils will build on their previous knowledge by learning to:

## **Word structure and spelling**

- Know and use less common prefixes and suffixes such as im-, ir, -cian
- Group and classify words according to their spelling patterns and their meanings

## **Understanding and interpreting texts**

- Make notes on and use evidence from across a text to explain events or ideas
- Infer writers' perspectives from what is written and from what is implied
- Compare different types of narrative and information texts and identify how they are structured

## **Engaging with and responding to texts**

- Reflect on reading habits and preferences and plan personal reading goals
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts

## **Creating and shaping texts**

- Experiment with different narrative forms and styles to write their own stories
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
- Create multi-layered texts, including use of hyperlinks and linked web pages

## **Text structure and organisation**

- Experiment with the order of sections and paragraphs to achieve different effects

## **Sentence structure and punctuation**

- Punctuate sentences accurately, including using speech marks and apostrophes

## **Presentation**

- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

# Numeracy framework for Year 5

In Year 5, pupils will build on their previous knowledge by learning to:

## Using and applying mathematics

- Solve one-step and two-step problems involving whole numbers and decimals and all four operations

## Counting and understanding number

- Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages

## Knowing and using number facts

- Use knowledge of place value and addition and subtraction to derive sums and differences and doubles and halves of decimals
- Recall quickly multiplication facts up to  $10 \times 10$  and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts
- Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations

## Calculating

- Use efficient written methods to add and subtract whole numbers and decimals with up to two places
- Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000
- Refine and use efficient written methods to multiply and divide HTU  $\times$  U, TU  $\times$  TU, U.t  $\times$  U and HTU  $\div$  U
- Find fractions using division (e.g.  $\frac{1}{100}$  of 5 kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £80)

## Understanding shape

- Identify and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes, and to identify and draw nets of 3-D shapes
- Read and plot coordinates in the first quadrant; use a set-square and ruler to draw shapes with perpendicular or parallel sides
- Draw the position of a shape after a reflection or translation
- Estimate, draw and measure acute and obtuse angles using an angle measurer or protractor to a suitable degree of accuracy; calculate angles in a straight line

## Measuring

- Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre)
- Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of polygons; calculate a rectangle's area
- Read timetables and time using 24-hour clock notation

## Handling data

- Construct frequency tables, pictograms and bar and line graphs
- Find and interpret the mode of a set of data

## Contact Details

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## Class 5 Timetable

Autumn 2011-2012

	9.05	10.00	10.15	11.05	11.20	12.15	1.00	2.05	2.15	3.15
<b>Monday</b>	Numeracy	<b>B</b>	Literacy	<b>A</b> <b>S</b>	Creative Curriculum IEP group work	<b>L</b>	Science	<b>B</b>	Science	
<b>Tuesday</b>	ICT/ Creative Curriculum	<b>R</b>	Numeracy	<b>S</b> <b>E</b>	Literacy	<b>U</b>	Creative Curriculum (Readers)	<b>R</b>	Creative Curriculum (Readers)	
<b>Wednesday</b>	Numeracy	<b>E</b>	Literacy (Group Reading)	<b>M</b> <b>B</b>	French	<b>N</b>	ICT/ Creative Curriculum	<b>E</b>	Creative Curriculum	
<b>Thursday</b>	Numeracy (Mental Math)	<b>A</b>	Literacy (Spellings)	<b>L</b> <b>Y</b>	RE	<b>C</b>	PE	<b>A</b>	PSHE	
<b>Friday</b>	Creative writing	<b>K</b>	Creative writing		Numeracy	<b>H</b>	Games	<b>K</b>	Paired reading	

## Timetable of Support Year 5

	9.05	10.00	10.15	11.10	11.25	12.15	1.00	2.05	2.15	3.15
<b>Monday</b>	Mrs Parker	<b>B</b>	Mrs Parker	<b>A</b>	<b>S</b>	Mrs Parker	<b>L</b>	Mrs Norris	<b>B</b>	Mrs Norris
<b>Tuesday</b>	Mrs Parker	<b>R</b>	Mrs Parker	<b>S</b>	<b>E</b>	Mrs Parker	<b>U</b>		<b>R</b>	
<b>Wednesday</b>	Mrs Parker	<b>E</b>	Mrs Parker	<b>M</b>	<b>B</b>	Mrs Parker	<b>N</b>	Mrs Bridge	<b>E</b>	Mrs Bridge
<b>Thursday</b>	Mrs Parker	<b>A</b>	Mrs Parker	<b>L</b>	<b>Y</b>		<b>C</b>		<b>A</b>	
<b>Friday</b>	Mrs Parker	<b>K</b>	Mrs Parker				<b>H</b>		<b>K</b>	