



Lyonsdown School
Pride of Place
Year 5 Curriculum Synopsis - Autumn Term 2017



Message from Mrs Polak

Dear Parents

Welcome to Year 5!

It has been a wonderful start to the year and the children have come back full of enthusiasm for the coming academic year. As I have already said to many of you, no news is good news! I will always contact you if there is something important that needs to be discussed and likewise please e-mail me via the office or telephone if there is anything of concern no matter how trivial you may think it is. I look forward to meeting all of you soon to discuss how your child is settling in.

A few reminders: -

- *Please make sure that all your daughter's possessions are clearly labelled. Each day, she needs to bring her homework diary, a pencil case and the required homework.*
- *Please note that pupils need several sharp lead pencils, appropriate writing pens, a long and short ruler, a protractor, glue, scissors, a rubber, a sharpener and a small selection of coloured pencils that should all fit into one medium sized pencil case.*
- *Friday night is PE kit washing night. It must be returned to school each Monday (containing a deodorant for your daughter's personal use if you feel this is appropriate).*
- *Her homework diary is used as an informal way of communicating between home and school so please check it regularly. I have also provided an extra copy of their timetable for use at home.*
- *If you know that your daughter will be away, please write in advance to let us know and to request permission for absence. A follow-up note or email for all absences is needed for our records (even when a phone call has already been made).*

Kind regards

Mrs Polak

ENGLISH – Mrs Young and Mrs Brighton

Reading for Pleasure: The girls will have a library lesson on a Monday, during which time they can borrow and read books of their own choosing. Ideally, your daughter should be reading for pleasure every day. Ask her to read aloud to you at least three times a week. If her reading book is one from home, she will need to bring it into school so she can continue reading it here. All pupils will have opportunities to share and discuss their reading books with the class.

- **Spoken Language and Drama:** These strands complement all that we do in English and this term we are focusing on speaking with clarity in front of the class and school, and developing conversational skills through a series of question prompt cards. Weekly drama lessons, with Mrs Brighton, will develop performance skills through various themes, some of which will be taken from texts studied in class, or linked to work done in PSHMEE&C. On 30th November, the *Young Shakespeare Company* will be visiting Lyonsdown to perform *Romeo and Juliet*, and on 1st December, we are looking forward to visiting the *Chicken Shed Theatre* to see their production of *Rapunzel*.

Reading: The girls will read a variety of whole texts and extracts from a range of fiction and non-fiction this term. We will make an in-depth study of the modern classic - Kensuke's Kingdom, which will lead to work on understanding narrative structure, analysing the text, taking account of the viewpoint in a novel, articulating individual responses to literature and making predictions. The girls will also read and analyse the features of persuasive leaflets in readiness for writing their own, based on the Fairthorne Manor residential trip. Towards the end of term, we will read the classic English novel - A Christmas Carol and complete comprehension tasks associated with this text.

Writing:

Transcription:

Spelling will be taught and reinforced through National Curriculum word lists and specific strategies e.g. word root, prefix, suffix, and homophone. Weekly spellings are set, according to your daughter's ability.

Handwriting: The girls will have opportunities to practise their handwriting periodically and to further develop their own neat, individual joined style, transferring this to all of their written work.

Composition: The girls will develop their ability to plan, compose and structure their writing in a range of narrative forms and for a variety of audiences. They will plan, draft, edit and proof read, discuss, share and evaluate their writing in a range of forms and for a variety of audiences. They will develop the skill of paragraphing to aid text organisation, consider vocabulary choices, word and clause order and look at various sentence types. The girls will develop their sense of "being a writer" and be aware of the types of audience for whom they are writing. The girls will produce their own persuasive leaflet on Fairthorne Manor using all the literacy and grammatical features taught. They will study *Romeo and Juliet*, having seen *The Young Shakespeare Company* in school on 30th November and will write a letter, inspired by the novel *A Christmas Carol*.

Vocabulary, grammar and punctuation: Revision of nouns, adjectives, verbs and adverbs. Other aspects, such as modal verbs and idioms will be introduced. The girls will consider word and clause order within sentences. More importantly, we will look at how to apply these to our writing to improve its impact. We shall use the Englicious website. Punctuation will include the revision of the possessive apostrophe and the use of commas between clauses to clarify meaning and avoid ambiguity.

Homework will continue to be set on Tuesdays (to be given in on a Wednesday) and Thursdays (to be given in on a Monday).

How parents can support at home

Please hear your daughter read regularly and discuss what has been read, encouraging her to make predictions and refer her views back to the text. Support with learning spellings is also appreciated. If your daughter is practising for the 11+ outside of school, please make sure this occurs at a measured and appropriate pace. Encourage your daughter to read back through her homework upon completion, in order to see if she can make any improvements.

MATHS – Mrs Polak

This term, pupils will:

- 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.
- 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.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Know the standard method for long multiplication and division.
- Read, write, order and compare numbers with up to three decimal places.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving numbers up to three decimal places.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles and measure them in degrees ($^{\circ}$).
- Distinguish between regular polygons based on reasoning about equal sides and angles.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.
- Know and use the vocabulary of prime numbers.
- Establish whether a number up to 100 is prime.
- Recognise and use square numbers and the notation for squared (2).
- Use the formal written method for long division and long multiplication.
- Count on and back in mixed number steps such as $1\frac{1}{2}$.
- Read and write decimal numbers as fractions.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Compare and order fractions whose denominators are all multiples of the same number.

There will be weekly mental maths tests as well as problem solving activities and maths games will also be sent home on a weekly basis.

Homework is set on Monday and Wednesday

How parents can support at home:

Encourage your daughter to use her mathematical skills in a variety of practical ways such as cooking which uses ratio and proportion and measurement skills. Real life experience with money and problem solving is always helpful. Reinforce strategies and methods taught in the classroom, instructions for which are available on the School Calculation Policy. Continue practise of times tables and related division facts.

SCIENCE – Mrs Murphie

Y5 will begin with a unit on 'Earth, Sun and Moon'. Pupils will learn to about the rotation and orbit of the earth creating days and years and understand that seasons are caused by the earths tilt on its own axis and orbit of the Sun. They will also learn about the orbit and phases of the moon, the arrangement of planets in the solar system and they will investigate the development of theories relating to the arrangement of the stars and planets in the universe. After Half term we will begin 'Animals and Humans. 'Y5's learning will be: the lifecycle of the human including identifying and sequencing stages in the human timeline; the lifecycles of a variety of animals in a local habitat and in a variety of habitats around the world and the life process of reproduction in some plants and animals.

Homework:

Wednesday

How parents can support at home:

You can help by reinforcing scientific vocabulary and encourage your daughter to look at the Moon each night in order to observe changes and perhaps think of ways to record these. A visit to the science museum and/or the natural history museum would be great fun and possibly an opportunity to support your daughter's learning.

HISTORY – Mrs Polak

Ancient Civilizations

To discover facts about the Maya Civilisation. To consider similarities and differences between ancient religions and different religions today. To investigate the Mayan number system and how they produced food. To locate the Ancient Mayan cities and to find out what we know about the Maya from the drawings of Frederick Catherwood. To consider what we know about Chichen Itza and use the information to create a leaflet for tourists.

Pupils will:

- Develop their understanding of the characteristic features of the society.
- Identify the different ways the past is represented.
- Use sources of information to make observations, inferences and deductions.

Homework will be set on Friday

How parents can support at home:

By aiding in researching the topic including perhaps visits to the library.
Share any artefacts, objects, photographs etc that you have.

GEOGRAPHY – Mrs Brighton

The following topics will be covered this term:-

Unit 1: The Globe

Unit 2: Biomes

Homework is set on Mondays.

How parents can support at home: Help your daughter learn the spellings and meanings of the specialist geographical language she is given. Look at an atlas together. Plan a local outing with her using bus, tube and train timetables and the A to Z or an Ordnance Survey map. Use the compass on your smartphone or tablet together and locate your home on Google Earth. Discuss geographical news stories with her.

A class trip to Affinity Water takes place on Friday 13th October.

RE – Mrs Windsor

This term the girls will be learning about Muslim beliefs and practice including The Five Pillars of Islam, prayer, rituals, Ramadan, pilgrimages and the Qur'an.

How parents can support at home: discuss similarities between religions: share and discuss, as a family, the rules and principles that guide your life and decisions

Homework may be set periodically

PSHMEE&C – Mrs Young

This term the children will learn:

- to recognise for themselves, and for others, the emotions involved in being in a new situation
- strategies for coping with new situations

- to identify a range of sources of support and know how to seek help
- how to offer help and support to other people
- to recognise their own mood changes and have strategies to help them cope
- to recognise their worries and know how to do something about them
- to use a problem solving process to help themselves and others
- how to get support when they need it
- where individuals, families and groups can find help
- how to be supportive to others who need help in a risky situation
- basic procedures for first aid and making an emergency call

How parents can support at home: talk about feelings in new situations and how to get help if they need support; encourage your child to keep abreast of the news, perhaps by watching Newsround or reading First News

Homework may be set periodically

ART and DT – Mrs Cowie

ART

1. AFRICAN ART

Pupils will study African art and investigate pattern making through the use of various techniques and media including collage, painting and printmaking. The girls will also explore the work of other artists and designers who have been influenced by African art and use their sketchbooks to record their research.

2. THE ART OF THE MAYAN CIVILIZATION

With links to their history topic, the girls will investigate the art work of the Mayan craftspeople and artists. They will then create a three dimensional sculpture using a variety of materials and techniques.

Homework may be set periodically

DT

Cooking and nutrition.

Pupils will investigate healthy eating, where, when and how food is produced around the world, discuss the different dishes and foods from other countries, examine various methods of cooking and learn how food is prepared and stored safely and hygienically. We shall also practise skills in cutting, peeling, slicing and grating as well as combining ingredients. At the end of the project, pupils will use this knowledge to plan, make and evaluate their own healthy vegetable soup.

How parents can support at home:

- Art and design is all around us; everything that we use and see each day has been designed and made by someone! Encourage discussions with your child about why and how certain art work or products are created.
- A visit to British Museum, the V and A or an art gallery would be highly beneficial as seeing different types of exhibits and art will increase pupil's appreciation for art. Help answer questions and encourage discussion including expressing feelings about a piece of work.
- Offer artistic activities at home as art encourages children to try new ideas, to experiment and to solve problems.
- Display your child's artwork at home and discuss work on display with your child.
- Explore the art section of your local library with your child, to help with research skills.
- Using construction kits with step by step instructions (e.g. Lego) or cooking with your child (following a recipe) are good ways of practising how to design and make a product in stages.
- Encourage your daughter to help prepare meals at home or watch cookery programmes on TV.
- Discuss the importance of safety and hygiene in the kitchen.

Homework may be set periodically

MUSIC – Mrs Hirsch

Our topics this term include 'Our community' and 'The Solar System' and include a variety of performance and compositional activities. We will be further exploring all the musical elements of pitch, rhythm, dynamics, speed, structure, melody, tonality (whether the music is major or minor). We will be learning to recognize the common and more advanced musical symbols that represent the above in printed music and how they affect a piece. Students will be involved in whole class vocal and practical activities using tuned and untuned percussion instruments and will have opportunities to perform independently and in small groups. Part of our musical study will focus on songs that reflect British culture such as Parry's 'Jerusalem'. We will explore the elements through a variety of activities both aural and practical and students will develop their understanding of the concepts of musical notation through singing and composition exercises using mini whiteboards with musical staves.

Homework may be set periodically**How parents can support at home:**

You can tune into Classic FM or Jazz FM and chat to your child about the music they can hear. Ask your child if the sounds they can hear are high or low, and what instruments they can hear. Ask them to clap the beat of the music and talk about whether the music is fast or slow, whether it stays the same speed all the time and is the music loud or soft? Ask your child if the sounds they can hear are smooth or detached and encourage 'active' listening.

COMPUTING – Mrs Everett

This term, the curriculum will cover:

- Reminders about appropriate behaviour and safety rules when using computers, digital technology and the Internet.
- Enjoying exciting activities tinkering with our new Clevertouch interactive touchscreen in the computer room and exploring the multi touch capabilities.
- Continuing to design, write and debug programs including using variables, loops, algorithms, logical reasoning and computational thinking skills.
- Assessment of word processing and basic skills – using Microsoft Word or Publisher and revision of manipulating text and graphics including inserting graphics from the Internet and using font size to indicate relative importance/emphasis. Extending collecting, evaluating and presenting data selectively.
- Modelling and Simulations–using maps and plans and creative design. Using the maps and logical reasoning in simulation games to link with a history topic.
- Assessment of skills and activities connected to class topics and curriculum.

How you can help at home.

- Keep working on keyboard skills using Internet Games, Word, Textease or other types of documents or presentations.
- Making sequences or lists of instructions. Can you use repeats in your instructions, e.g. how to set the table.
- Look at problem solving activities and see if you can remove the less important information to get to the most important parts. This is abstraction in computational thinking. What are the important characteristics that we need to know to be able to draw a cat?
- Assist your child to use technology safely and respectfully, keeping personal information private and learning to be discerning in evaluating and using digital content.

PE – Miss Doyle

This term in PE and Games, the children will be focussing on Netball in preparation for our busy calendar of school fixtures.

Our Friday Games lessons be held at Woodhouse College, Finchley. Here we will be using their fantastic sports facilities with the welcome added bonus of having a much shorter travelling distance.

Netball

- Developing their knowledge and understanding of netball rules.
- Using different passes with increased speed and control.
- Practice catching the ball from a variety of situations with good technique and consistency.
- Use strategies to outwit opponents using a variety of passes with accuracy and timing.
- To use different marking techniques in order to intercept any passes sent towards them.

- Outwit opposition when applying defending principles and when devising game plans.
- Evaluate individual performances and suggest ways to improve.

PE Kit and Equipment

- Your daughter must have her full correct kit for her PE and Games lessons. If in the event that she will be missing part of her kit for her lesson, please either write a letter or email myself at gdoyle@lyonsdownschool.co.uk
- Missing PE kit will result in your child not being able to take part in the lesson. A warning will be given in the first occurrence of missing PE kit but a repeat of this event will result in a yellow card being sent home.
- House points will be awarded to children whose kit is fully named. This also supports the school in ensuring our lost property is kept to a minimum and kit does not get lost.
- Please ensure your daughter has her labelled water bottle and a healthy snack, particularly on the day when she goes offsite for sport.
- It is recommended that all kit is taken home on a Friday to be washed over the weekend.

How can you support your daughter's physical development?

- All additional practice in a variety of sports will help develop and improve your daughter's confidence and skills. For example, a netball post at home is always useful if she enjoys shooting!
- There is an increase of new sports clubs available to children outside of school. These can be found at the following site:
<http://www.barnetpartnershipforschoolsport.co.uk/clubs>
- Does your daughter love netball? The Old Fincs Netball Club have a junior club open to girls in Years 5 and 6 who train at Woodhouse College on a Monday evening. Their website can be found at <http://oldfincs.co.uk/young-fincs-junior-club-info/>
- Whether it is jogging, playing tennis, a bike ride or going for a Saturday morning swim, there is always something that you can do with your daughter that can be both fun and be beneficial to their health and fitness.

FRENCH – Madame Johnson

This term, pupils will cover:

Revision: greetings, date, weather, hair & eye colour

Description of my family

Tu and *vous* forms

Making statements about different activities, sports & movement using verbs

Formation of negative form

Revision of modes of transport & compass points

Agreements to adjectives

Christmas traditions & song

How parents can support at home:

Encourage your child to be culturally aware and engage with appropriate French news. Watch suitable French films together, (with English subtitles).

For extra practice with vocabulary and grammar, Duolingo provides French exercises for free: www.duolingo.com