The Half Term Ahead
Year 5: Autumn 2

Visits, visitors & trips:
Carol Concert
Panto
Online author visits

Key dates

Please put these dates in your diary:

- ⇨ Tuesday 12th November – odd socks day
- ⇨ Friday 15th November – onesie day
- ⇨ Monday 2nd December – Panto performance
- ⇨ Friday 13th December – Y5 RE Day
- ⇨ Monday 16th December - Y5 carol concert
- ⇨ Friday 20th December – last day of term (half day)

We also require shoeboxes for week 3 – any and all appreciated!

Home Learning Expectations

Reading every day: the power of 1:1 reading
The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.

Tasks/activities in addition to reading at home daily:

Activity	Expectation
Doodle Maths	5x 10min sessions a week
Spellings	Around 15 minutes a week via Spelling Shed
'Times Tables Rockstars'	5x 10min sessions a week

Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')

- ⇨ Challenge 1: Can you write your own short dialogue section? This could be about anything you like or rewrite a short section of your reading book. Try and consider using exciting reporting clauses (e.g. not just 'said'). Also consider putting speech at the beginning, middle and end of a sentence to avoid repetition.
- ⇨ Challenge 2: Can you identify all of the prime numbers up to 150?
- ⇨ Challenge 3: There are five types of fronted adverbial. Time, place, frequency, degree and manner. Can you write 5 sentences about the Romans, each starting with a different type of fronted adverbial?
- ⇨ Challenge 4: What are all the square numbers and cube numbers up to 150? How could you show this?
- ⇨ Challenge 5: We start a new paragraph when there is a change in time, place, event or person. Take your reading book and read a chapter. For each new paragraph, analyse why a new one has been started.
- ⇨ Challenge 6: Roll a dice twice to create a 2-digit number. Then, create another 2-digit number. What are their common factors? After this, roll a dice once to create a 1-digit number (do this 2 times) and then find at least 5 common multiples.

Half-termly project
This half term, our topic is the Romans. For your optional project, research a specific area of Roman life (such as clothing, jobs, architecture etc.) and create a presentation on your research. This could be a poster, story, PowerPoint presentation or anything else you can think of!

Home Learning cycle: standardised deadlines

- ⇨ The homework cycle begins on Friday
- ⇨ All homework is due to be completed by Thursday morning of the next week.

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Curriculum Overview

Year 5	Autumn 1
Reading: Key Text	**A Christmas Carol** by Charles Dickens Give / explain the meaning of words in context | retrieve and record information / identify key details from fiction and non-fiction | summarise main ideas from more than one paragraph | make inferences from the text / explain and justify inferences with evidence from the text | predict what might happen from details stated and implied | identify / explain how information / narrative content is related & contributes to meaning as a whole | identify / explain how meaning is enhanced through choice of words and phrases | make comparisons within the text
Writing & Grammar	**Creating a new chapter: The Invention of Hugo Cabret – Brian Selznick** Verb tenses, Cohesion, Parenthesis, Paragraphs, Commas for clarity and parenthesis, Expanded noun phrases, Dialogue. **Explanations: The way things work – David Macauley** Paragraphs, Conjunctions and clauses, Nouns and pronouns (and possessive pronouns) for cohesion, Time, place and cause with conjunctions, adverbs and prepositions, Expanded noun phrases, Vocabulary and grammar choices to impact reader, Cohesion, Brackets, dashes and commas for parenthesis.
Spelling	Words ending in '-ant' | Words ending in '-ance' and '-ancy' | Words ending in '-ent' and '-ence' | Words ending in '-able' and '-ible' | Words ending in '-ably' and '-ibly' | Challenge Words
Maths	**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 (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 **Fractions** • 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
Science	**Biology-Chemistry-Physics: Energy** Introduction to energy, Energy Stores, Fuel as a chemical energy store, Energy in food; human diets, Energy in food: food chains, Electrical circuits
RE	**Theology: Hindu Dharma** How does sacred text help Hindu's understand Dharma? Diverse interpretations of the Ramayana.
PSHE	**Celebrating Difference** Different cultures, Racism, Rumours and name calling, Types of bullying, Does money mater? Celebrating difference across the world
PE	**Outdoor:** Invasion games: Netball & Invasion games: Tag rugby
Computing	**Selection in physical computing: Using physical computing to explore the concept of selection in programming** To control a simple circuit connected to a computer, To write a program that includes count-controlled loops, To explain that a loop can stop when a condition is met, eg number of times, To conclude that a loop can be used to repeatedly check whether a condition has been met, To design a physical project that includes selection, To create a controllable system that includes selection
Humanities	**The Roman Empire: How did the Roman Empire change over time** I know where all key people and events fit into the chronology of world history, I know how the Romans began to build their empire, I know where the Roman empire began, I know key leaders in the Roman Empire, I know what life was like in Roman cities and how the Roman culture developed, I know about key Roman technology. I can understand historical concepts such as continuity and change, I can describe social, cultural and religious changes brought about by the Roman Empire, I can evaluate why the Romans invaded, I can use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology
Art & DT	**Programming: Interactive Display** Sensors can sense light, sound, and motion and can be used to trigger a program. Some components, like LEDs and power terminals, need to be connected correctly (positive and negative pins the correct way round) to function. Technology – and programmable technology – has had a huge impact on the world in living memory.
Music	Musical maths, Let's celebrate (Harvest and Christmas), Get in gear, Musical vocabulary
MFL	**Describing me and others** Key ideas (GRAMMAR): Essential verb: to be, being – ÊTRE (we are – nous sommes, you (all) are – vous êtes, they are (m) – ils sont, they are (f) – elles sont), Adjective agreement for m/f plural (as complement to verb), Raised intonation questions Key ideas (VOCABULARY): Simple greetings, Verb être, Range of adjectives, Numbers 16-31, Time adverb **Saying what I and others have** Describing town/village | comparing | physical description (celebrities) Key ideas (GRAMMAR): Essential verb: to have, having – AVOIR | Pre- and postnominal adjectives Key ideas (VOCABULARY): Verb avoir | Range of singular and plural m/f nouns | places in town | place prepositions | adjectives for face and hair | Christmas in Canada

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