



# The Curriculum Newsletter

## Year 5



### An Overview of the Topic – Anglo-Saxons and Scots

This term, our Year 5 topic is Anglo-Saxons and Scots!  
We will be learning about the changes over time and the impact this had had in changing the world.

### The Core Areas of Learning

#### Maths

##### Number: Place Value including Decimals

- 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.
- Read, write, order and compare numbers with up to three decimal places.
- Use and count up and down in thousandths, relating them to tenths, hundredths and decimal equivalents.
- Recognise that thousandths arise from dividing an object into 1000 equal parts and dividing numbers or quantities by 1000.

##### Number: Addition and Subtraction

- Add and subtract numbers mentally with increasingly large numbers.
- Subtract numbers mentally with increasingly large numbers.
- Add whole numbers with more than 4 digits using formal written methods (columnar addition).
- Subtract whole numbers with more than 4 digits using formal written methods (columnar subtraction).
- Use formal addition and subtraction methods with and without exchanging.

##### Geometry: Angles

- Know angles are measured in degrees.
- Estimate & compare acute, obtuse & reflex angles.
- Identify angles at a point on a straight line &  $\frac{1}{2}$  a turn (total 180 degrees).
- Identify angles at a point & one whole turn (total 360 degrees) and other multiples of 90 degrees.
- Draw given angles & measure them in degrees.

##### Measurement: Perimeter and Area

- Explain how to calculate the perimeter and area of a shape using formulae.
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate & compare the area of rectangles (including squares).
- Use standard units of measure, including square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) when calculating area.
- Estimate the area of irregular shapes.

##### Number: Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- 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 1-digit or 2-digit numbers using a formal written method, including long multiplication.

##### Number: Fractions

- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Read decimal numbers as fractions, e.g. 0.71 = 71/100.
- Write decimal numbers as fractions, e.g. 0.39 = 39/100.

##### Statistics

- Know how to construct a table from a set of given information.
- Know how to construct a table using only the relevant information.
- Interpret information in a table to answer questions.
- Read information in a timetable to answer questions.
- Construct tables and timetables making decisions about labelling.

<p><b><u>Literacy</u></b></p>	<p><b>Instruction Writing</b></p> <ul style="list-style-type: none"> <li>• Use structural features to effectively present work.</li> <li>• Use adverbials (including of time and place).</li> <li>• Apply knowledge of verbs including modal and imperative verbs.</li> <li>• Introduce a list, correctly using colons, semi colons and bullet points.</li> <li>• Create clear, formal tone within writing using different language devices.</li> </ul>
	<p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>• Apply cohesive devices, within and across sentences and paragraphs including time adverbials.</li> <li>• Use paragraphs to organise ideas.</li> <li>• Explore the use of hyphens within writing.</li> <li>• Understand and correctly apply the use of plural and possessive apostrophes as well as for contractions.</li> <li>• Develop knowledge towards –s differences for singular or plural possession.</li> </ul>
	<p><b>Poetry: Finding a Voice</b></p> <ul style="list-style-type: none"> <li>• Research, analyse and use pattern and rhyme.</li> <li>• Understand expanded noun phrases.</li> <li>• Use prepositional phrases.</li> <li>• Explore use of adverbs and adverbials within work.</li> <li>• Use of commas after fronted adverbials.</li> </ul>
	<p><b>Fiction: Science-Fiction</b></p> <ul style="list-style-type: none"> <li>• Describe settings and characters.</li> <li>• Ensure correct use of tense within writing.</li> <li>• Understand speech punctuation.</li> <li>• Explore punctuation for parenthesis including dashes, brackets and commas.</li> <li>• Apply cohesive devices, within and across sentences and paragraphs including time adverbials.</li> </ul>
	<p><b>High Quality Texts</b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• King Arthur and the Knights of the Round Table</li> <li>• Anglo-Saxon Boy</li> <li>• The Buried Crown</li> <li>• Men, women and children in Anglo-Saxon times</li> <li>• Freedom for Bron</li> <li>• The Iron Man</li> <li>• Flood World</li> <li>• Cherry Moon</li> </ul>
<p><b><u>Science</u></b></p>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Research and analyse the gestation periods of a range of animals.</li> <li>• Explore the key physical, emotional and developmental stages of the human life cycle.</li> </ul>
	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Investigate sexual and asexual reproduction in plants.</li> </ul>
	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Planning different scientific enquiries to answer questions, including recognising and controlling variables.</li> <li>• Taking measurements, using a range equipment, with accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams, labels, keys, tables, and graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
<p><b><u>Computing</u></b></p>	<p><b>iMedia: iJam - iSong</b></p> <ul style="list-style-type: none"> <li>• Design and create a full musical composition using a variety of instruments and sounds.</li> <li>• Understand how different musical components including tempo and rhythmical patterns impact a composition.</li> <li>• Explore music production and how to use ‘Live Loops’ and ‘Smart Instructions’.</li> </ul>
	<p><b>iMedia: iProgram - iLogic</b></p> <ul style="list-style-type: none"> <li>• Understand and develop key coding skills.</li> <li>• Explore the use of steps, loops, basic logic and functions such as ‘if statements’.</li> <li>• Using code, design and create ‘Spyrograph’ style artwork.</li> </ul>

**Learning in relation to Our Topic and Beyond**

<p><b><u>Our World and The Past</u></b></p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the period of Ancient Egypt.</li> <li>• Create timelines with significant dates during the Anglo-Saxon period.</li> <li>• Investigate key figures within this time period including King Alfred the Great.</li> <li>• Explore how the Anglo-Saxons had an impact on the local landscape.</li> <li>• Compare and contrast this time period with modern day and the period of Roman Empire.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Regularly address and devise historically valid questions about change, cause, similarity and difference, as well as significance.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Use geographical sources to describe and understand key aspects of human geography, which will reflect how UK land use has changed from the Anglo-Saxon period.</li> <li>• Explore where the Anglo-Saxons came from and where they settled.</li> <li>• Discuss the development of homes and settlements during the Anglo-Saxon period.</li> <li>• Make comparisons from Britain’s prehistory, in comparison to present day.</li> <li>• Understand how to use an 8-point compass.</li> <li>• Develop knowledge of the counties, cities and towns within the UK.</li> <li>• Discover the key features required, in order to develop a settlement in relation to physical geography, human geography and topology.</li> </ul>
---	--

**Getting Creative**

<p><b><u>Art</u></b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Improve mastery of art and design techniques, including drawing, with a range of materials.</li> <li>• Compare different drawings of the same subject matter using Art language.</li> <li>• Discuss properties of art materials, such as texture, pattern, shapes and size.</li> <li>• Learn about significant artists and pieces of art throughout history.</li> <li>• Create a composition using a variety drawing techniques and different material mediums.</li> <li>• Evaluate the success of a created piece in terms of the vocabulary listed.</li> </ul>
--------------------------	---

<p><b><u>Design &amp; Technology</u></b></p>	<p><b>Mechanical Systems: Cams and Cranks</b></p> <ul style="list-style-type: none"> <li>• Investigate and research a range of existing products to inform design.</li> <li>• Generate and develop a design criteria to ensure the product is functional and fit-for-purpose for a particular market.</li> <li>• Research a D&amp;T innovator that shaped the world of mechanical systems.</li> <li>• Create a plan through use of discussion, annotated sketches and diagrams and prototypes.</li> <li>• Select and use appropriate equipment to create a product, fit for the purpose.</li> <li>• Understand and use mechanical systems in creations (For example, gears, pulleys, cams, levers and linkages).</li> <li>• Enhance ideas, based upon self-reflection, reviewing the design criteria and feedback received.</li> </ul>
--	--

<p><b><u>Food Technology</u></b></p>	<p><b>Vegetable Kebabs and Meat-free Stew</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate savoury meals from the Anglo-Saxon era.</li> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
--------------------------------------	---

<p><b><u>Music</u></b></p>	<p><b>Bon Jovi - Livin’ on a Prayer</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations and terminology.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
----------------------------	--

**Physical Education and Healthy Lifestyles**

<p><b><u>Physical Education &amp; Health</u></b></p>	<p><b>Invasion Games (Field): Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• Experience tag rugby led by a professional.</li> <li>• Develop flexibility, strength, technique, control and balance and apply to a field invasion game.</li> <li>• Apply techniques and strategy to work effectively within a team.</li> </ul> <p><b>Invasion Games (Court): Netball / Basketball / Handball</b></p> <ul style="list-style-type: none"> <li>• Experience court invasion games led by a professional.</li> <li>• Explore dribbling and passing, using running, jumping, throwing and catching in isolation and in combination.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
--	---

<b>Other Cultures, Religions and Ourselves</b>	
<b><u>French</u></b>	<b>Quelle Est La Date? (What is the date?)</b> <ul style="list-style-type: none"> <li>• Understand the importance of language for communication.</li> <li>• Begin a conversation about name and feelings.</li> <li>• Apply knowledge of numbers, to share the date.</li> <li>• Recognise and recall the twelve months of the year.</li> <li>• Converse about what the date is and complete a survey of class birthdays.</li> <li>• To explore pronunciation within French including the use of silent letters.</li> </ul>
<b><u>Religious Education</u></b>	<b>Christianity: Being Human</b> <ul style="list-style-type: none"> <li>• Talk about ways Christians can practice this to make an impact (charity, prayer, community work etc.).</li> <li>• Explain how the Bible teaches Christians to treat others, making reference to the Beatitudes, greatest commandments or Ten Commandments.</li> <li>• Develop awareness towards the importance of worship for Christians, such as language and acts of worship.</li> </ul>
	<b>Hinduism: Being Human</b> <ul style="list-style-type: none"> <li>• Describe how Hindu's reflect their faith in everyday life using appropriate vocabulary (dharma and karma).</li> <li>• Explain how Hindu beliefs impact the actions that Hindu's make in their life time and talk about the effect that these actions may have on incarnation and achieving moksha.</li> <li>• Develop awareness towards the importance of worship for Hindus, such as language and acts of worship.</li> </ul>
<b>PSHE Strands</b>	
<b><u>Social Education</u></b>	<b>Caring Friendships</b> <ul style="list-style-type: none"> <li>• To know the skills required to maintain positive, healthy relationships.</li> <li>• To be able to talk about what makes a positive and healthy relationship.</li> <li>• To be able to talk about the importance of communication.</li> <li>• To know how to identify an unhealthy relationship.</li> <li>• To be able to talk about consent, bullying and unhealthy relationships.</li> <li>• To know how to seek support.</li> </ul>
<b><u>Philosophy and SMSC</u></b>	<b>Current Affairs</b> <ul style="list-style-type: none"> <li>• To know how to talk at length about a narrative.</li> <li>• To know how to present a balanced view and justify my opinion.</li> <li>• To know how to describe events in detail.</li> <li>• To know how to convey my opinions clearly.</li> <li>• To know how to speak in Standard English.</li> <li>• To know how to make relevant notes during discussions.</li> <li>• To know how to respond to criticism, using appropriate language and behaviours.</li> <li>• To know how to solve problems by thinking of all options.</li> <li>• To know how to identify advantages and disadvantages.</li> </ul>
<b><u>Well-Being and Relationships</u></b>	<ul style="list-style-type: none"> <li>• Explain what is meant by the term 'mental health'.</li> <li>• Identify everyday behaviours that can help to support mental (and physical) health.</li> <li>• Recognise that we can take care of our mental health (as well as our physical health).</li> <li>• Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</li> <li>• Recognise conflicting emotions and when these might be experienced.</li> <li>• Explain how feelings and emotions change over time.</li> <li>• Identify positive actions to support mental wellbeing, including identifying personal support networks.</li> </ul>
<b><u>British Values</u></b>	<b>Introduction and Overview</b> <ul style="list-style-type: none"> <li>• To know what equality means.</li> <li>• To be able to talk about equality and equal rights.</li> </ul>
	<b>Rule of Law</b> <ul style="list-style-type: none"> <li>• To know what happens when crime is reported.</li> <li>• To be able to talk about what happens when a person is arrested and what the court proceedings are.</li> </ul>
<b><u>Life Simulation</u></b>	<b>Personal Health</b> <ul style="list-style-type: none"> <li>• To know how to look after my changing body. (Washing, deodorant, using panty liners if necessary.)</li> <li>• To be able to talk about how to keep clean as my body changes.</li> </ul>
	<b>First Aid</b> <ul style="list-style-type: none"> <li>• To know how to administer simple first aid for cuts, grazes, splinters, and head injuries.</li> <li>• To be able to put someone into the recovery position.</li> </ul>

### Visits and Visitors

No trips or visits are currently planned for the Autumn Term.

### Reminders

<b>Homework</b>	Homework shall be provided every Monday.
<b>Tests</b>	Spellings and timetables shall be tested on a Monday.
<b>Physical Education</b>	Please ensure PE kits are in school all week.
<b>Reading</b>	Guided reading sessions with the class teacher shall take place weekly. Additionally, individual reading shall take place throughout the week with your child changing their book when required.

### How Can You Help?

- Please regularly listen to your child read and discuss the text.
- Support them to practise and learn their multiplications.
- Support your child to learn their spellings ready for the weekly test.
- Research areas of the curriculum with your child.

### Other

To research any of the topic areas which have been outlined in this newsletter, please visit the school website on:

<http://www.manor-farm-academy.co.uk/>

Once there, select the appropriate year page, whereby you shall find numerous games, activities and websites to strengthen and support learning throughout the term.

We value the support of all parents and carers. If you feel that you can help in any way with the work we are covering, then please let us know. Equally, if you would like any further information regarding this term's curriculum, please do not hesitate to contact school.

**Thank you!**