



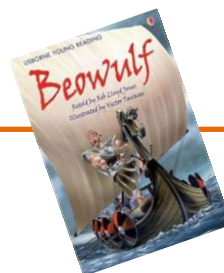
Autumn Term 1 - Year 5

<http://year5meadowside.edublogs.org/>

P.E. this half-term will be based around Tennis and Health Related Fitness. Lessons will take place each **MONDAY & FRIDAY**. KIT: either blue / black shorts, a white t-shirt, suitable outdoor shoes and a spare pair of socks. Make sure these are all **NAMED**.

HOMEWORK – Handed in each **THURSDAY** and then re-set each **FRIDAY**. Each week reading (including x3 Reading Plus on-line activities), spellings and a multiplication / division grid will be set. All Homework Diaries and Reading Records should be signed by an adult at home each week. <https://student.readingplus.com/seereader/api/sec/login>

Please ensure all items of uniform are **named** (including P.E. kits) and named water bottles and healthy snacks are brought to school **EVERY DAY**.



Our Big Idea this half term:

BELONGING

In **English**, we will begin by exploring 'What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?' Our text will be 'The Island' by Armin Greder where we will explore what it means to be part of a community. Following on from this, our text 'Beowulf' will support us to learn about the Anglo-Saxons.

In **Maths**, we will explore **place value in numbers up to at least 1,000,000**. This will include learning how to accurately **round** such numbers to the nearest power of 10 and **interpret negative numbers in context**. Following from this we will further develop **efficient written calculation methods** for all four number operations (see below) and complete, read and interpret statistics represented in different forms.

In **History**, (linked to our learning in English) we will be learning about 'What was life like in Anglo-Saxon Britain?' and considering 'Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?' and 'Who was Alfred, and was he really Great?'

In **Science**, we will investigate **Forces** and consider the causes and impact of **Global Warming**.

In **Art** with Miss. Brown, we will explore **Textiles**. We will be looking at those used and created by the Anglo-Saxons along with developing our knowledge and skills of weaving with fabrics.

In **MfL (Modern Foreign Languages)**, we will continue to focus on 'Ma Famille et moi'. We will learn to introduce ourselves and describe our families.

In **Music**, we will listen to and learn about 'Jazz' describing, comparing and evaluating **using appropriate and broad musical vocabulary**.

In **Computing**, we will use 'Purple Mash' to think critically about the information that they **share online**, both about themselves and others and know who to tell if they are upset by something that happens online. To support their safety online, children will be taught to use the SMART rules (**S**afe, never **M**eeet, **A**ccceptina, **R**eliable, **T**ell).

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$$\begin{array}{r} 87234 \\ + 65478 \\ \hline 152712 \end{array}$$

$$\begin{array}{r} 463 \\ \times 9 \\ \hline 4167 \\ 82 \end{array}$$

$$\begin{array}{r} 267914 \\ \times 73 \\ \hline 18753980 \\ 803742 \\ \hline 19557722 \end{array}$$

$$186 \div 6 = \begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{6} \\ 18 \\ \underline{18} \\ 0 \end{array}$$

no groups of 6 can be made 1 × 6 = 6
3 × 6 = 18

Year 5

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Can you tell me about Calm Me time?
<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p>Key Vocabulary Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>			