



## Maths

### Number: Place Value

- Roman numerals to 1,000
- Numbers to 10,000
- Numbers to 100,000
- Numbers to 1,000,000
- Read and write numbers to 1,000,000
- Powers of 10
- 10/100/1,000/10,000/100,000 more or less
- Partition numbers to 1,000,000



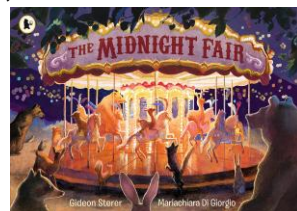
### Number: Addition and Subtraction

- Mental strategies
- Add whole numbers with more than four digits
- Subtract whole numbers with more than four digits
- Round to check answers
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

## English



In English this term, we will be exploring two exciting texts: *The Midnight Fair* by Gideon Sterer, which will inspire our **Trespass Narrative** writing, and another text, which will form the basis of our **diary writing**. Alongside developing our creativity and vocabulary, we will be strengthening our grammar, punctuation and sentence construction skills. The children will learn about **prefixes**, use **modal verbs** to indicate degrees of possibility, and develop their understanding of **expanded noun phrases** and **relative clauses** to add detail and convey information effectively. We will also explore how different sentence types can be used to create impact and cohesion. In punctuation, we will focus on using **dashes and brackets to indicate parenthesis**, **commas after fronted adverbials**, and **inverted commas for direct speech**. Through our reading and writing, we will encourage the children to make thoughtful vocabulary choices and develop their own unique writing style.



**Reading** – Key reading objectives covered through personal reading, guided reading and higher order reading skills taught through comprehension. Reading and writing is cross-curricular where appropriate.

**Class Reader** – The Miraculous Journey of Edward Tulane

**Handwriting** - cursive handwriting to be taught systematically and discretely.

**Spelling and grammar** is taught daily focusing on a theme during the week.

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| <p style="text-align: center;"><b>RE</b></p> <p><b>Saints</b></p> <p>Our patron saint and the Y5 class saints – The Fatima Children.</p>  <p><b>Creation</b></p> <p>This topic outlines some of the key beliefs about the creation of the world and the creation of human beings. We will be encouraged to reflect on the meaning of being made in God's image as well as the story of 'The Fall'. We will reflect on our stewardship of creation and on our care for others through studying the actions of St. Francis and St. Vincent de Paul.</p> | <p style="text-align: center;"><b>Personal Development &amp; Catholic Life</b></p> <p><b>RSHE</b></p> <p>Calming the Storm<br/>Is God Calling You?</p> <p><b>PSHE</b></p> <p>Establishing positive relationships<br/>Rules, expectations and goal setting.</p> <p><b>Virtues to Live By</b><br/>Love of Learning</p>  <p><b>Y5 Mass Dates</b> – 24<sup>th</sup> September, 5<sup>th</sup> November, 26<sup>th</sup> November</p> <p><b>Start of Year Mass</b> – 18<sup>th</sup> September</p> <p><b>Macmillan Coffee Afternoon</b> – 23<sup>th</sup> September</p>                                                                                                                                                                                                                                                                                                                  |
| <p style="text-align: center;"><b>PE</b></p> <p><b>PE Lessons will be on Tuesday &amp; Thursday.</b></p> <p><b>HT1 - Dodgeball &amp; Football</b></p> <p>Remember to come to school wearing your PE kit, earrings are to be removed or covered (please provide surgical tape) and long hair needs to be tied back.</p>                                                                                                                                                                                                                              | <p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>What is Life Like in the Alps?</b></p> <ul style="list-style-type: none"> <li>• Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>• Locate three physical and three human characteristics in the Alps.</li> <li>• Research and describe the physical and human features of Innsbruck.</li> <li>• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>• Compare the human and physical geography of their local area and Innsbruck.</li> <li>• Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>  |
| <p style="text-align: center;"><b>French</b></p> <p><b>Review</b> Yr 3 and 4 work</p> <p><b>Emotions</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;"><b>Music</b></p> <p>Recognise changes in dynamics, such as crescendo and diminuendo.</p> <ul style="list-style-type: none"> <li>• Describe dynamics using simple musical vocabulary or everyday language.</li> <li>• Use changes in dynamics to create a soundscape that represents a natural scene.</li> <li>• Turn their own descriptive phrases into a rhythm.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Use contrast in dynamics to show the difference between two cloud types.</li> <li>• Compose music that includes a clear contrast in chords.</li> <li>• Create and develop a simple melody.</li> <li>• Create a melody inspired by the Northern Lights.</li> <li>• Combine a melody and drone with appropriate chord choices.</li> </ul>                                                                                                                                                                                                                                                              |
| <p align="center"><b>Art &amp; Design Technology</b></p> <p><b>DT- Mechanical Systems – Pop Up Book</b></p> <p>Pupils will design and create their own interactive pop-up books. They will plan each page, build the structure of their book, and assemble the mechanisms needed to make their story come to life. Using layers and spacers to hide the moving parts, pupils will add illustrations, captions and a range of mechanisms to make their finished books engaging and interactive for the reader.</p>                         | <p align="center"><b>Computing</b></p> <p><b>Computing systems and networks – sharing information</b></p> <p>We will develop their understanding of computer systems and how information is transferred between systems and devices. We will consider small-scale systems as well as large-scale systems. We will explain the input, output, and process aspects of a variety of different real-world systems. We will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>  |
| <p align="center"><b>Science</b></p> <p><b>Forces</b></p> <p>We will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance, and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</li> </ul>  | <p align="center"><b>Curriculum Enrichment</b></p> <p><b>Be Internet Legends Assemblies</b></p> <ul style="list-style-type: none"> <li>• Back to School Assembly – 15<sup>th</sup> Sept</li> <li>• 'Secure' Assembly - 29th Sept</li> <li>• AI Assembly – 15<sup>th</sup> Oct</li> </ul> <p><b>Fairtrade Fortnight</b></p> <p>21<sup>st</sup> September – 4<sup>th</sup> October</p> <p><b>National Poetry Day – Thursday 1st October</b></p>                                                                                                                                                                                                 |
|  <p align="center"><b>Homework</b></p> <p>Homework is given on a <b>Wednesday</b> and is due on the following <b>Monday</b>.</p> <p>In Year 5, we have a weekly SPAG focus of which we work on every morning. There is an informal spelling check on Thursdays.</p>                                                                                                                                                                                                                                                                     | <p><b>To help your child at home, you could:</b></p> <ul style="list-style-type: none"> <li>• Read to your child.</li> <li>• Support with their homework</li> <li>• Practise times tables and division facts.</li> </ul>                                                                                                                                                                                                                                                                                                                                 |

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Thank You  
FOR YOUR  
SUPPORT