



# Foxes and Hedgehogs Autumn newsletter



Welcome to year 5. We are so excited for this year. There will be so much happening!

We strongly believe in the partnership between school and parents in every child's learning. Each term we will send home a curriculum newsletter outlining the work your children will be covering. We hope this will help you to support your child at home.

If you require an appointment at any time to discuss anything, please contact the school office who will be happy to arrange a time.

## Geography, Art and Science

Our first unit is 'Extreme environments'.



In Geography we will discuss a range of biomes and climate zones including Tundra, the Rainforest and Underwater. We discuss the following in each biome:



Physical Features    Diversity    Physical Processes

In Art the children will create artwork with acrylics on canvas.



In science we will be looking at Everyday materials. Children will learn how to sort and group different materials and test the properties of them.

## PE

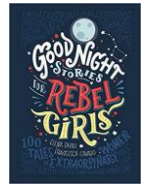
In PE the children will be taught ball skills, team work and fitness through football and hockey. They will be taught dance, then design and perform their own routine in small groups.

**Please ensure an outdoor PE kit is in school each day.**



## English

In English this term, we will be focusing on a range of writing types for different audiences and purposes. This will include using several rich texts. We will be writing biographies, diaries, non-chronological reports and narratives.



We will be having daily spelling lessons looking at homophones and a range of spelling patterns. Weekly spelling tests will focus on the Common Exception Words. Please support your child with their weekly spelling test practice.

## Maths

In year 5, we will be striving to continue to build upon our mathematical skills and understanding by further developing our knowledge of:

- Place Value and ordering numbers, including negative numbers and roman numerals.
- Improving mental methods, rounding and estimating skills.
- Times tables and corresponding division facts will be a main focus in mental maths lessons. Please support your child practising these at home.
- Addition and Subtraction
- Multiplication and Division
- Fractions

## RE



In RE lessons this term we will introduce Judaism. The children will learn about the concept of Family life for Jews through Shabbat.

## PSHE



This term the children work within the unit: **Being me in my world** and they discuss how to make their community a better place, thinking about everyone's right to learn. They will learn how to care about people's feelings and how to work well with others.



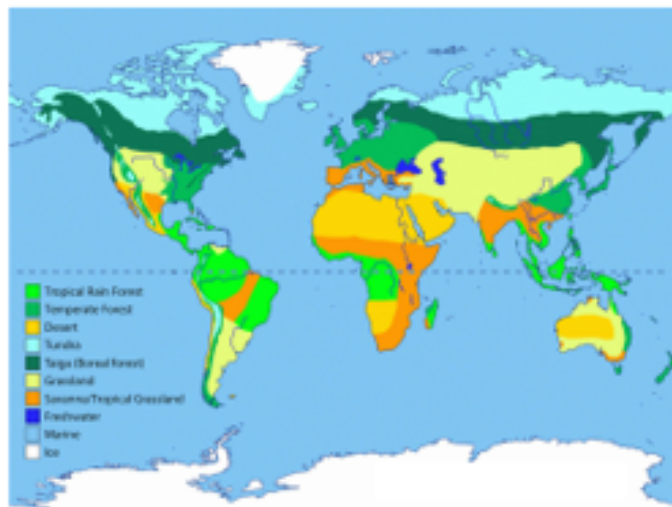
# Extreme Environments

Physical Features

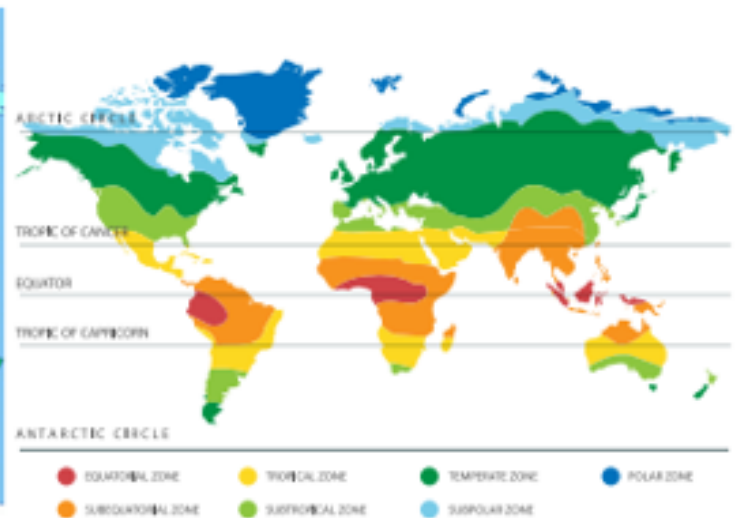
Diversity

Physical Processes

Location of Earth's biomes



Location of Earth's climate zones



## Vocabulary

Biomes

Arctic

Antarctic

Equator

Tropics

Climate

Polar

Temperate

Desert

Tropical

### Tropical Rainforest

equatorial  
sub-equatorial  
precipitation  
emergent  
canopy  
under storey  
deforestation

### Desert

ecosystem  
arid  
evaporates  
vegetation  
nocturnal

### Polar(Ice)

latitude  
permafrost  
microscopic

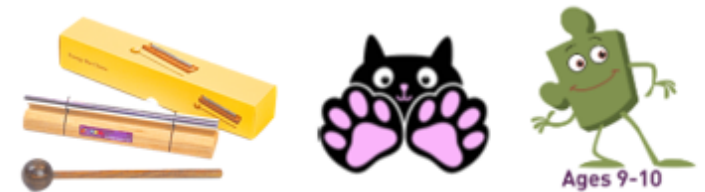
## Key Facts

There are many biomes (including tropical rainforest, temperate deciduous forest, desert, tundra, savannah, marine, freshwater and polar).

Climate is the average weather expected in a place. Earth has seven zones of expected climate: polar, subpolar, temperate, tropical, sub-tropical, equatorial and sub-equatorial. Biomes are directly linked to climate zones.

People live in all biomes and climate zones.

## Year 5 Subject Knowledge organiser – PSHE



### Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



### Content Overview:

Planning the forthcoming year  
 Being a citizen  
 Rights and responsibilities  
 Rewards and consequences  
 How behaviour affects groups  
 Democracy, having a voice, participating

### Vocabulary

Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy

**Song:** Together as One

**Puzzle Outcome:** Whole School Learning Charter

### DfE Statutory Relationships & Health Education Guidance.

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

R14) the conventions of courtesy and manners

R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support