



Autumn 1 in Year 5!

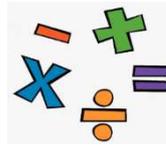
English

In English this half term, we are going to be using *The Unforgotten Coat* as our class book. We will be using this to write a Moorlands school guide (explanation text) for new children join from other countries.



Maths

In Maths this half term, we will be looking at Place Value and build upon prior knowledge from Year 4.



Science

In Science this half term, we will focus on Earth and Space. This means we will be learning about The Big Bang, The Universe, The Solar System and gravity.



Guided Reading

In Guided Reading this half term, we are using the text *The Wonder Garden*. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



History Exploring life in the early 18th Century, the union between England and Scotland, what life was like for women during the Stuart period, how Britain developed under the rule of George I, the roles of the Prime Minister and Parliament.



Geography Children will learn about different types of maps including topographical maps, the scaling of maps, four and six figure grid references and locating landmarks on a map. They will also learn about aerial photographs and what these look like locally.



Computing

By the end of this unit, we will be able to write code confidently using Code Studio. We will continue to explore the world of block coding by using functions and conditional statements in order to write code that is more complex.



RE

This half term, the children are learning about Belonging (Shahada).



Music

Children will be listening to music from different African countries and using singing and drumming to explore the sounds and rhythms of the music.



French

After revising French learnt in previous years, children will build on their knowledge of adjectives in French by describing what people look like.



Art

This half term, children will be looking at the language of art (style). They will be looking at a range of work in different styles from different artists and using this to create their own pieces.



DT

In DT, the children will be designing, making and evaluating a stationary holder.



PSHE

This half term's unit is Being Me in my World. The children will be looking at their year ahead, creating a class charter and exploring what it means to be a global citizen.



Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

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>			



Foxes and Hedgehogs Summer newsletter

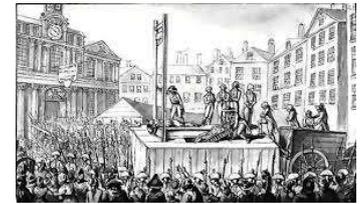


We can't believe this is our last term in year 5! It's a really great term with lots to look forward to, including our Stubbington trip.

Kind regards from the year 5 team ☺

History and Science

Our History is 'The French Revolution'. The children will learn about an unsettled time in French history, where they will explore; social injustice, revolution, the guillotine and Napoleon.

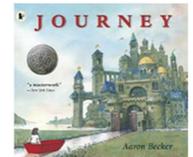


In Science this half term, we will be looking at human biology. The children will investigate, life expectancy, gestation periods and nutrition.

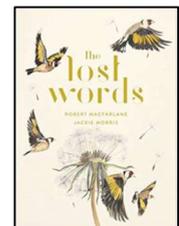
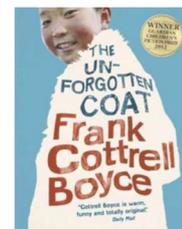


English

In English this term, we will be focusing on a range of writing types for different audiences and purposes. Their first piece of writing will be a persuasive piece of writing based on the story Journey.



We will be having daily spelling lessons looking at common exception words, homophones and a range of spelling patterns. Please support your child with their weekly spelling test practice.



Maths

We will build upon the children's mathematical skills and understanding by further developing their knowledge of:

- Shape
- Geometry

- Volume
- Angles and Transformation

Times tables and corresponding division facts will continue to be the focus for homework. Please support your child practising these.

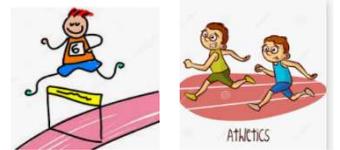
RE



In RE lessons this term we will be continuing to learn about Judaism. The children will learn about freedom and Passover and teaching through the bible and the Torah.

PE

In PE the children will be taught striking and fielding skills through cricket and rounders. Summer 2 will be a focus on athletic sports and skills. **Please ensure an outdoor PE kit is in school each day.**



RSHE (Jigsaw)



The children will be learning about relationships. They will learn that being part of an online community has positive and negative consequences. We will discuss rights and responsibilities in an online community or social network.

Please see the knowledge organiser below for further information.

Geography

In Geography, the children will be looking at Global trade. We will look at fair trade, imports and exports alongside the effects of these on the economy.





Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Self-recognition and self-worth
 Building self-esteem
 Safer online communities
 Rights and responsibilities online
 Online gaming and gambling
 Reducing screen time
 Dangers of online grooming
 SMARTT internet safety rules

Vocabulary

Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (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 beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships happiness (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 (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permissions-seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with digital content (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H11) that mental wellbeing is a normal part of daily life, in the same way as physical health (H12) 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 (H13) 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 (H14) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H15) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H17) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek (H18) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H19) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

Example of Floor book: