

## World War ONE

### Was conscription during World War One necessary and just?



#### Welcome back!

Within this newsletter you will find information about what your child will be learning between now and the end of term. All of the objectives are taken from the National Curriculum and they will be brought to life through our wider theme of World War One. Children are more likely to make accelerated progress when 'school-based learning is enhanced at home and we love to see and hear about all of the exciting things they have been doing with you and your wider family.

We hope you find this information useful. If you have any questions, please feel free to speak to your child's class teacher or Mr. Jones (Senior Leader).

We hope you and your child have a great half term!

Miss Allan and Mrs Finnigan



The school day begins at **8:55am** and finishes at **3:25pm**.



We are trying hard to keep fit by running a mile every day! Children should bring in a pair of trainers, to keep in their lockers, to make them more comfortable when running.

We are also regularly tuning in to 'Gonoodle' and 'Jumpstart Johnny' to provide further exercise!

#### Key Dates

**Training Day**(2.11.2020)

**Bonfire Night** (5.11.2020)

**Remembrance Day** (11.11.2020)

**Children in Need** (13.11.2020)

**Anti- Bullying week** (week beginning 16.11.2020)

The children will use the novel **Stay Where You Are And Then Leave** by **John Boyne** to explore life during WWI

### **Speaking and Listening**

**The children will learn to:**

- Ask relevant questions to extend their understanding and build vocabulary and knowledge;
- Articulate and justify answers, arguments and opinions –give well-structured descriptions and explanations;
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- Speak audibly and fluently with an increasing command of Standard English;
- Participate in discussions, presentations, performances and debates;
- Gain, maintain and monitor the interest of the listener(s);

Consider and evaluate different viewpoints, attending to and build on the contributions of others

### **Writing**

**The children will be:**

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- Noting and developing initial ideas, drawing on reading and research where necessary;
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed;
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;
- Assessing the effectiveness of their own and others' writing

Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**English**  
Year 5 Autumn 2

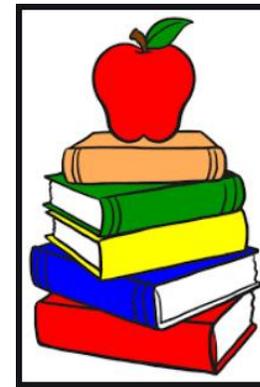


## Word Read/Comprehension:

- Reading books that are structured in different ways and reading for a range of purposes;
- Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves;
- Identifying and discussing themes and conventions in and across a wide range of writing;
- Making comparisons within and across books;
- Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- Ask questions to improve their understanding;
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- Predicting what might happen from details stated and implied;
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- Identifying how language, structure and presentation contribute to meaning;

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;

Provide reasoned justifications for their views.



## Maths Units of Work

Weeks 1 and 2 : Statistics

Weeks 3 and 4: Multiplication and Division

Weeks 5 and 6: Measure- Perimeter and area

# Maths

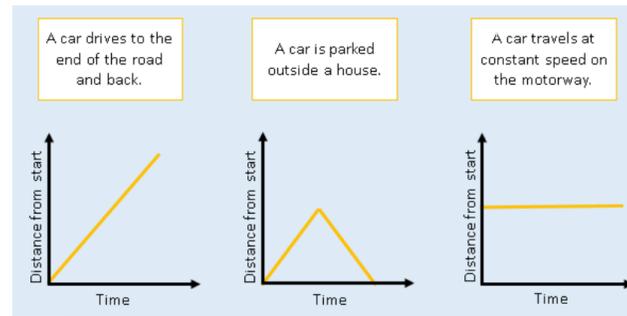
Year Five

Key Stage Two  
Autumn 2

### Weeks 1-2 Statistics

The children will learn how to:

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables.



### Weeks 3-4 Multiplication and division

The children will learn how to:

- Multiply and divide numbers mentally, drawing on known number facts
- Multiply and divide whole numbers by 10, 100 and 1000
- Identify multiples and factors including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- 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.

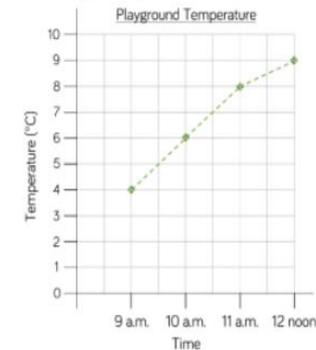
### Weeks 5-6

#### Measure: Perimeter and area

The children will learn to:

- Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup>, estimate the area of irregular shapes.

The graph shows the temperature in the playground during a morning in April.



The temperature at 9 a.m. is \_\_\_\_\_ degrees.

The warmest time of the morning is \_\_\_\_\_.



# History World War One

- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*
- **Chronological Knowledge/Understanding**
  - Continue to develop chronologically secure knowledge of history
  - Establish clear narratives within the period studied (1914-18)
  - Note connections, contrasts and trends over time
- **Historical Terms**
  - Develop the appropriate use of historical terms
- **Historical Enquiry- Using Evidence/Communicating Ideas**
  - Regularly address and sometimes devise historically valid questions
  - Understand how knowledge of the past is constructed from a range of sources
  - Construct informed responses by selecting and organising relevant historical information

- **Continuity and Change in and between periods**
  - Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence**
  - Identify and give reasons for, results of, historical events, situations, changes
- **Significance of Events and People**
  - Identify historically significant people and events in situations



Properties and Changes of Materials

Can we change materials?

- Compare and group together everyday materials on the basis of properties (e.g. their hardness, solubility, transparency, conductivity (electrical/thermal) and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Properties and Changes of Materials

What was 'mustard gas' and how was it used? How did scientists during WWI reduce the effects of 'mustard gas' in the trenches?



Explaining Science

- Use complex words
- Use science model to describe/explain
- Draw & annotate diagrams

Designing Experiments

- Select suitable equipment (scale)
- Plan fair test (all variables)
- Collect sufficient repeat readings (>5)

<p>How does the material look?</p> <p>Is the material transparent or opaque?</p> <p>Is the material rough or smooth?</p> <p>Is the material heavy or light?</p> <p>What are you comparing it to?</p>	<p>Is your material...</p> <p>...hard and rigid?</p> <p>...flexible?</p> <p>...soft and squashy?</p> <p>...breakable?</p>	<p>...waterproof?</p> <p>...absorbent?</p> <p>...magnetic?</p> <p>Does your material conduct electricity?</p>
<p>Which group does your material belong to?</p> <p>...metal?</p> <p>...plastic?</p> <p>...stone (includes glass)?</p> <p>...fibres?</p> <p>...wood?</p>		

# Art Painting



Claude Monet

*The children will get to know about great artists, craft makers and designers, and understand the cultural development of their art forms*

*Create sketch books to record their observations and use them to review and revisit ideas*

*Improve their mastery of art and design techniques, including drawing and painting with a range of materials*

## Exploring and Developing Ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work.

## Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their own work according to their views and describe how they might develop it further.

## Painting

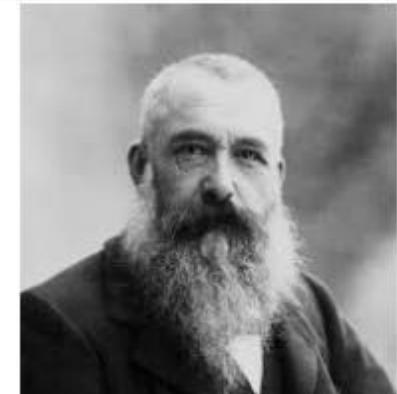
- Demonstrate a secure knowledge about primary and secondary, warm and cool, complementary and contrasting colours;
- Work on preliminary studies to test media and materials.
- Create imaginative work from a variety of sources

### Art to Discuss

**Design: How the elements of art work together to create a balanced or coherent whole**

- Henri Matisse (collage): The Fall of Icarus (from Jazz), 1943 (Tate, London; Metropolitan Museum of Art, New York)
- Edvard Munch, The Scream, 1893 (National Gallery, Oslo)

Anthony van Dyck, Portrait of Charles I, Henrietta Maria and their Children, 1632 (Royal Collection, Buckingham Palace, London)





## Cosy Toes



***How can we protect the feet of the men in the trenches during WWI?***

### Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products (suitable footwear) that are fit for purpose, aimed at particular individuals or groups (Arctic/Antarctic exhibition)
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces

### Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of textiles according to their functional properties and aesthetic qualities

### Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- Begin to understand the principles of insulation;
- Investigate the ability of various materials to insulate and their different properties;
- Apply knowledge gained from investigating insulators and heat conductors to the design and construction of a shoe sole;

Work with and develop their own ideas to solve a problem using the Engineering Design Process.



## Core Theme I – Health and Wellbeing Topic - Healthy Lifestyles:

Topic - Healthy relationships:

- What influences our choices
- Understanding what constitutes a healthy relationship;
- how actions and behaviour can affect relationships;
- boundaries within relationships; working together;
- conflict negotiation

NATIONAL ANTI-BULLYING WEEK  
16<sup>th</sup>- 20th November



## Classroom Jazz I (Charanga)

- develop an understanding of the history of music.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- play and perform in solo and ensemble contexts, using their voices and/or playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

### Salut Gustave!

- Greetings and personal information
- Talking about sisters and brothers
- Saying what people have and have not using 3rd person avoir
- Saying what people are like using 3rd person etre including negatives

- Nouns
- Adjectives/agreement
- Gender
- Subject pronouns
- Irregular verb- avoir/ etre negatives



## Computer Science and Information Technology



### Sensing and Logging CS

- Know that all software executed on digital devices is programmed
- Know that a range of digital devices can be considered a computer.
- Know and can use a range of input and output devices.

Know that computers collect data from various input devices, including sensors and application software.

### Digital Citizenship Pledge

- Outline common expectations in order to build a strong digital citizenship community.

Explore the Digital Citizens Pledge.

