

## IMPORTANT INFORMATION

**Reading record:** Please ensure these are signed daily.

### **Attendance:**

Good attendance is vital for your children's progress. We **do not** authorize time out for holidays in term time. Leave will only be granted in **exceptional circumstances**. Such requests should be submitted in writing to Mrs O'Reilly.

### **Procedure to report an absence**

1. On the first morning of absence please telephone the school office and explain why your child will not be attending school by 9.15 am. Should you not do this, the school will contact you in line with "First Response" procedures.
  2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as un-authorized- regardless of any telephone calls.
- The school will follow up all unexplained absences and in line with borough procedures, these will be discussed with the Educational Social Worker.

**Collecting children:** If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

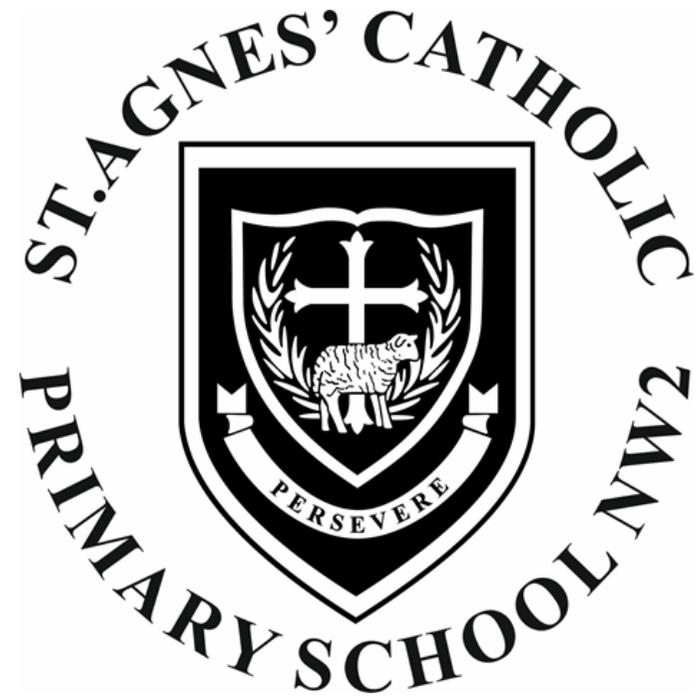
**Punctuality:** Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and **MUST** be in by 8:55am for registration.

### **Uniform:**

For health and safety reasons no jewelry, except watches and ear studs, are allowed. Children must **not** wear looped earrings. Only plain black /white trainers are permitted. Hair clips should be green, white or black. Please adhere to summer uniform expectations.

As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class. Your co-operation is very much appreciated.

# Curriculum Information Booklet



**The family of St Agnes loves, learns and grows together as followers of Jesus.**

**Year 5  
Spring Term 2 2022**

## RELIGIOUS EDUCATION

Lent to Easter:

The goal of every Christian should be to leave Lent a stronger and 'better' person than when they entered. The Catechism of the Catholic Church states, "The seasons and days of penance in the course of the liturgical year (Lent, and each Friday in memory of the death of the Lord) are intense moments of the Church's penitential practice. These times are particularly appropriate for spiritual exercises, penitential liturgies and pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works)." (CCC 1438)

Lent officially ends on Holy Thursday when the 'Triduum', the three days - Holy Thursday, Good Friday and Holy Saturday, occur. The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost. By the end of this unit children will have gained a sense of reflection and prayer. As well as an openness to the presence of God in the Eucharist.

### Religious Education at home:

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

Think about how you have a responsibility to participate within the Common Good and the roles that you play within the Catholic Community.

**PE Days:**

<b>Class:</b>	<b>Days:</b>
Year 5	Wednesday (AFS) and Friday

### **Homework timetable:**

- **Additional home learning activities are available via My Maths and Timetable Rock Stars. Children will be expected to become more independent in their home learning and ensure they are using online resources effectively.**

<b>Day set:</b>	<b>Due:</b>	<b>KS2 Yr 5 up to 45mins</b>
Monday	Wednesday	Reading Comprehensions
Tuesday	Thursday	Grammar
Wednesday		Topic/Talk homework/ RE
Thursday	Monday	Maths based on current learning
Friday	Test following Friday	Spellings and a related activity

- **Keep a journal of frequently misspelt spellings.**
- **Who will strive to achieve an accelerated reader reward this term? Who will be awarded their pen licence? Who will be Star of the Week?**

**Computing:** We will create an electronic time capsule. Recording digital messages to explain the time capsules contents. We will use move maker to edit our films.

**French:** This half term in French, the focus will be on writing and the children will write short letters in French and compose raps. They will also learn some basic commands and the words for classroom objects.

**Science:** As scientists we will make predictions, participate in the investigation and record data and results. We will report and present findings. We will describe the changes as humans develop to old age, paying particular attention to our own lives and experiences. We will describe the life process of reproduction and gestation in some plants and animals.

**History:** We will investigate an aspect of everyday life and present historical findings on a time line. We will learn from each others chosen topics.

**Geography:** We will use the book Window by Jeannie Baker to deepen our understanding of Physical and Human features of the landscape and how this has changed over time. During International week we will learn about the population and location of different countries. Using our maths skills to present our findings in different ways.

**Art and Design :** We will study portraits of different generations. The children will draw portraits of their current self and another interpretation of themselves (younger or older). Find out about great artists, architects and designers in history, such as Andy Warhol and Salvador Dahl. We will be inspired to create our own 3d clocks and a collage of hopes and dreams.

Our topic for this half term is:

## **Time Traveller**



Tick, tock, tick, tock... the hands of the clock never stop. From the moment we were born, from toddler to teen, middle aged to elderly, time stops for no man.

Find out what happens to our bodies and brains as we grow older, and how we cope with these changes.

How long does a human body take to grow inside the womb? Does it take longer than an elephant calf? Or a kitten?

Take a good look at yourself... How has your face changed since you were a baby and how will it change as you grow older? Can you photograph it, change it, age it?

And what would happen if the clock struck 13? In Tom's 'Midnight Garden', he travels to the past. What an adventure! Imagine you could time travel too: where would you go and what would you like to see? Will you head back to your past or into your future? You decide.

## ENGLISH:

As effective **communicators**, we will meet and interview people from different generations. We will give our opinions on the advantages and disadvantages of different generations. We will imagine what it would be like to travel into the past or future of our own lives, explain our thoughts and feelings to our peers. We will present a synopsis of our adventure story to our peers, we will clearly structure our talk to convey meaning and engage the audience.

As **readers**, we will independently and collaboratively study the book 'Tom's Midnight Garden'. We will discuss the text in-depth and make predictions as to what might happen from details stated and implied. We will magpie vocabulary, punctuation and grammar from this successful author. We will read the poem 'Grandma' analysing the words and structure and their effect upon the reader. We will look at illustrations of 'Gangsta Granny' by David Walliams, discussing the phrases and labels used to describe characters in the book.

As efficient **writers**, we will be writing our own adventure narratives. We will explore whether we will travel into the past or into the future. We will describe different periods in history. We will write letters and diary entries from the perspective of different characters. Finally, we will be writing our own autobiography about our exciting lives so far, using timelines and artefacts to illustrate our achievements.

## MATHEMATICS:

Week 1- Solve problems involving The addition and subtraction of fractions, including mixed numbers and subtraction which breaks the whole.	Week 4- Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places.
Week 2-Week 1- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Week 5 - Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal Equivalents of those fractions with a denominator of a multiple of 10 or 25.
Week 3- Read, write, order and compare numbers with up to three decimal  Places. Recognise and use thousandths and relate them to tenths, hundredths  and decimal equivalents.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.  Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.