

IMPORTANT INFORMATION

Reading record: Please ensure these are signed daily.

Attendance:

Good attendance is vital for your children's progress. We **do not** authorise 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.

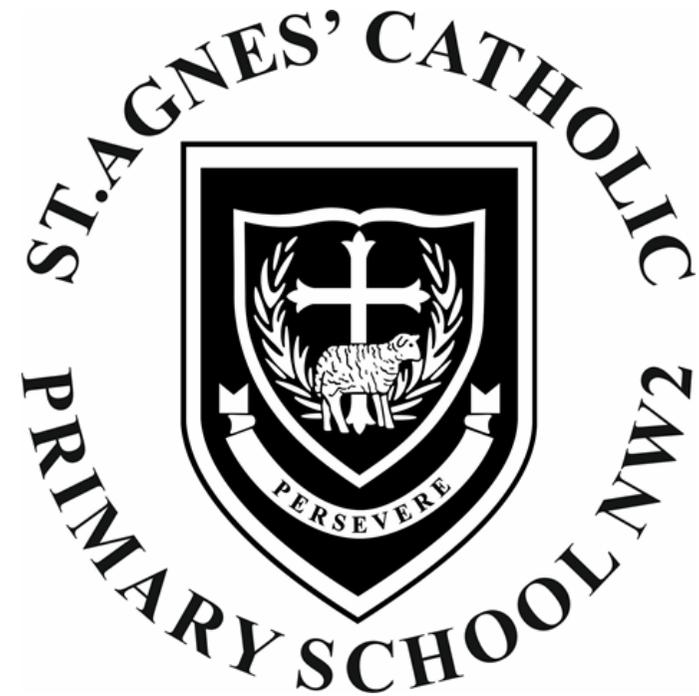
Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

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.

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. Hats and scarves should be green, shoes should be black and outdoor coats should be green. Hair clips should be green, white or black. 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

Summer Term 1 2022

Religious Education

Easter to Pentecost

The children continue learning about Easter by exploring the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians and, together with the coming of the Holy Spirit at Pentecost as the rationale for 'caritas'; love of God that leads to acts of charity. This unit teaches from the Gospel of Luke and Acts of the Apostles, also written by Luke. We will explore the first Pentecost in Jerusalem, learning about the celebration of Shavuot, called Pentecost in Greek (the language the Gospels are written in), to remember that it is 50 days after Passover. We will learn about important bridging figures who brought Christianity to England.

It is hoped that pupils will develop:

A strengthened sense of belief in the resurrection of Jesus

A willingness to accept the obligation to care for those less fortunate than ourselves

A sense of how the resurrection provides a way of living

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.

PE Days

Class	Days
Year 5	Wednesday (AFS) and Friday

Homework timetable:

Day set:	Due:	Yr 5 reading expectation is 30—45 mins.
Monday	Wednesday	Reading Comprehensions
Tuesday	Thursday	Grammar
Wednesday	Friday	Topic/Talk homework/ RE
Thursday	Monday	Maths based on topic
Friday	Test the following Friday	Spelling and related activity



History: As **Historians** we will use a range of source materials including first-hand accounts, to sequence the symptoms and changes that occurred when someone was infected with the Black Death. We will find out about a knight's role in battle including the importance of armoury, weaponry, tactics and chivalry. We will make detailed drawings of a knight's armour and headwear, creating our own design for a knight's helmet. As well as this we will create a royal timeline for sequencing the reign of Kings between 1300-1400. We will chronicle other instances of the Black Death occurring throughout history. Looking into the future we will speculate if this disease will ever occur again!

Geography: As **Geographers** we will find out where the Black Death originated and how it first came to Britain. We will plot on a world map where it started and which areas/countries were affected. Drawing sketch maps and marking findings on a printed map. We will research the geographical and human factors which caused 1340's London to have one of the fastest growing Black Death infection rates. Using maps, old and new and the internet we will list the human and physical characteristics that caused the rapid spread.

Science: As **Scientists** we will explore the growth of bacteria and fungus, by swabbing a range of equipment and spreading on agar jelly in a petri dish, to see which area is the most contaminated. We will find out about and compare the lifecycles of rodents, fleas and bacteria, discussing similarities and differences between them. We will form hypotheses as to why the characteristics of the flea and rat life cycle caused the Black Death to spread so quickly.

As Linguists we will: This half term in French, the children will learn how to say and recognise various animals and talk about their pets. Through this topic, they will be introduced to the concept of masculine and feminine nouns.

Our topic for this half term is:

Peasants, Princes & Pestilence



Flee your fields, close your doors and pull up the drawbridge: the dreaded and deadly 'Great Pestilence' is here! Mount your steed and gallop through the dark and deadly world of 14th century Britain, sword and shield at the ready, pledging your allegiance to King and Country! Rouse your troops with promises of bloody battle and violent jousts. Read and write historical accounts, poems and tales and discover the grotesque effects of bugs and bacteria on the human body.

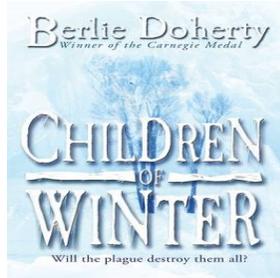
And if you smell a rat, my friend—get out of there!



MATHEMATICS:

ENGLISH:

As readers we will be developing an understanding of what it would be like to live during the middle ages. We will be reading a selection of books about the plague including 'Children Of Winter' by Berlie Doherty.



As **writers** we will be trying to imagine what it would be like to live in a village in 1348, when the plague was approaching. We will do this by observing historical drawings, illustrations and paintings, which can help us understand how people felt about the Black Death during this period. By learning about historical perspectives, we can develop our own writing.

Writing in role, we will share our own experiences of the plague and write letters pleading for help. We will write free verse poetry with a particular emphasis on figurative language. We will write informative essays and biographies about the lives of people living during the time of The Peasants' Revolt. Using the Peasants' Revolt as a stimulus, we will write to persuade, looking at both sides of an argument and use our debating skills to get our points across. We will write recounts, inspired by our trip. Using ICT, we will create our own non fiction texts about castles during this time period.

<p>Week 1</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p>	<p>Week 4</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>
<p>Week 2</p> <p>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.</p>	<p>Week 5</p> <p>Geometry: Angles Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees (°). Identify: angles at a point and one whole turn (total 360 °), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.</p>
<p>Week 3</p> <p>Solve problems which require knowing percentage and decimal equivalents of those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Week 6</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>