MEET THE TEACHER

2024 - 2025

Year 5 teachers

Mr Purewal (Monday - Friday)

Maths Lead

PE Lead

Mrs Whitworth

Trainee teacher

Mrs Kermode
PPA cover – Tuesday afternoon

Timetable

Year 5 timetable 2024-25

	8:45 – 8:50am	8:50 – 9:10am	9:10 – 10:10	10:10 – 11 am	11 – 11:15 am	11:15 – 12:15	12:15 – 1:05pm	1:05 – 2pm	2 – 3pm	3 – 3:15 pm
Monday	Register and Times Tables	Collective Worship: Celebration Assembly	Maths	Spelling and Handwriting	BREAK	English	LUNCH	Music	PE	CLASS STORY
Tuesday	Register and Times Tables	Collective Worship	Maths	Whole Class Reading		English		History/ Geography (Alternate half-termly)	RE	
Wednesday	Register and Times Tables	Collective Worship	Maths	PE		English		PSHE	Computing	
Thursday	Register and Times Tables	Collective Worship	Maths	Whole Class Reading		English		Spanish 1:05 – 1:35pm	Science	
Friday	Register and Times Tables	Collective Worship	Maths	Whole Class Reading		English		Art/D.T. (Alternate half-termly) 1:05 – 2:45pm	2:45 – 3pm SHARED DEAR	

Curriculum Overview

Long Itchington CE Academy
Year 5 long term Plan

'Whatever you do, work at it with all your heart'
Colossians 3:23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING – MAIN TEXTS	**Seven Ghosts by Chris Priestley** (English link)	**1918: Coming Home by Jim Elridge** (Topic link)	**Julius Caesar: A Shakespeare Story by Andrew Matthews and Tony Ross** (English link)	**Rumaysa: A Fairytale by Radia Hafiza** (English and RE link)	**Loki: A Bad God's Guide to Being Good by Louie Stowell** (Topic link)	**Boy by Roald Dahl** (English link)
ENGLISH	**The Highwayman** Focus: 1.Narrative poetry 2. Narrative writing: Ghost stories	**The Creakers** Focus: 1. Newspaper article 2. Instruction writing 3. Diary entry	**RSC: Julius Caesar** Focus: 1. Drama 2. Monologue 3. Balanced argument	**The Sleeper and the Spindle** Focus: Narrative writing **Range of poems** Focus: Performance poetry	**Beowulf** Focus: Kennings poetry **Skellig** Focus: Information text	Narrative writing **Personal stories** Focus: Biographical writing
MATHS	**Place Value** **Addition & Subtraction** **Multiplication & Division**	**Multiplication & Division** **Fractions**	**Multiplication & Division** **Fractions**	**Decimals & Percentages** **Perimeter & Area** **Statistics**	**Shape** **Position & Direction** **Decimals**	**Negative Numbers** **Converting Units** **Volume**
HISTORY		**WWI** To research the causes of WW1 Key question – How can one man's death spark a world war? To understand what life was like in the trenches. To explore the events leading up to the Christmas Truce and to evaluate the event in terms of morality. To identify how British people kept themselves safe during an air raid. To understand the impact of		**The Early British Empire** To know that Britain had an empire. To know the origins of the British Empire in global trade. To know that the East India Company gained British political control in India. To know that Britain was successful during the Seven Years War. To understand why Britain was motivated to build an empire.		**Invaders & Settlers - Anglo-Saxons & Vikings** To locate key periods on a timeline, showing the Vikings in time in relation to the Romans and Saxons. To know when Anglo-Saxons were ruling most of Britain and that England was split into Kingdoms and Mercia was the most important. To analyse patterns of settlement using difference sources. To understand the role of the monasteries and churches in delivering the Christian message and to understand the

GEOGRAPHY	**Mountains** To know a mountain is a large landform that rises high above the land around it. To know the Alps are a mountain range in Europe that crosses into several countries. To know that Mount Everest, in the Himalayas, is the world's tallest mountain. To identify North and South American mountain ranges. To locate the Ethiopian Highlands and Mount Kilimanjaro.		**New Zealand** To know that New Zealand is located in the South Pacific Ocean. To appreciate that the Maori were the first people to live in New Zealand. To explore how New Zealand experiences earthquakes because it is located on a plate boundary. To understand New Zealand's climate means it is home to a wide range of plants and animals. To know that many small islands are located in the Pacific Ocean.		**Local Study** To understand that Local councillors are elected to represent the views of local residents. To know that a sketch map is a simple map drawn from memory. To consider that geographers think about problems in local areas and suggest ways they can be solved. To know that data can be collected and recorded to give us information about an issue. To identify a graph as a mathematical drawing that shows information using lines, shapes and colours.	
SCIENCE	**Properties and changes of materials.** Children will compare and group together everyday materials on the basis of their properties. Children will investigate dissolving and describe how to recover a substance from a solution. Children will learn how mixtures might be separated, including through filtering, sieving and evaporating Children will learn to reason, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	**Earth and Space** Children will learn about and explain the movement of the Earth and other planets relative to the Sun. They will be able to explain the movement of the Moon relative to the Earth. They will demonstrate how night and day are created with film making. They will Know information about the planets and their place in the solar system. They will start to understand the relative sizes between planets and the sun.	**Forces** Children will learn that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children will investigate and identify the effects of air resistance, water resistance and friction, that act between moving surfaces · Children will investigate and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	**Living things and their habitats** Children will research and be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children will look in detail through outside learning and plant dissection, the lifecycle of a plant from germination, pollination, fertilisation and seed dispersal.	**Investigative Skills** Children will undertake a variety of investigations with the aim of progressing their scientific and analytical skills. Children will make and record careful measurements. They will calculate the mean average of a set of data. They will draw line graphs and bar charts. They will describe relationships shown by graphs/charts.	**Animals including humans** Children will be able to compare differences in human beings. Children will learn to describe the changes as humans develop to old age. Children will understand that all living things have lifecycles. This work will link with PSHE in the summer term 'growing and changing.'

COMPUTING	**Purple Mash – Online Safety** *Laptops / Desktops* I can demonstrate an understanding of responsibility to others when communicating and sharing content online. I can demonstrate a clear understanding of what the SMART rules are. I can demonstrate critical thinking skills and know how inappropriate content can be reported. I understand why some online content is rated and what to do if I am upset by anything online.	**Purple Mash – Coding** *Laptops / Desktops* I can create more complex programs by simplifying code. I can formulate and program an algorithm for a traffic light sequence. I can test and debug my program and use variables.	**Purple Mash / MS Word – Word Processing** *Laptops / Desktops* I can create a word processing document. I can use bullet points and numbering, ensuring a cohesive and well-structured text. I can insert images, use copy and paste appropriately and insert tables.	**Purple Mash – Game Creator** *Laptops / Desktops* I can plan a computer game using a template. I can consider aspects to increase playability. I can combine text, sound and graphics components within a game. I can evaluate my own and others' games.	**Teach Computing – Flat File Databases** *Laptops / Desktops* I can group data to answer questions. I can explain and use tools to select specific data. I can use different programs to compare data visually. I can use a real world database to answer questions.	**Purple Mash – Spreadsheets** *Laptops / Desktops* I can create a mathematical formula. I can program different variables to convert data. I can use, manipulate and create spreadsheets for specific purposes.
ART AND DESIGN		**Drawing/Painting** Typography & Maps Key concepts – - That when designers work with fonts and layout it is called Typography. - That we can use the way words look to help us communicate ideas and emotions. - That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.		**Textiles** Fashion Design Key concepts – - That designers bring their own culture, experiences and passions into their designs, for other people. - That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. - That we can use colour, pattern, line, shape, form, material, texture to express our creativity. - That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? - That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.		**3D Sculpture** Architecture: Dream Big or Small? Key concepts – - That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. - That we can make creative choices which both serves ourselves as individuals and the communities we belong to. - That we can use form, structure, materials, and scale to design innovative buildings. - That we can build architectural models to test out our ideas and share our vision.

Home Learning

Reading – we continue to focus on reading throughout the whole school. Reading diaries will be checked weekly. Children are expected to read the books they are given as we has assessed their level as well as having the option to bring in books from home to read.

Maths/ English - this will also be linked to what is taught in class. I will put up useful maths, English and reading websites on class dojo for children to consolidate their learning.

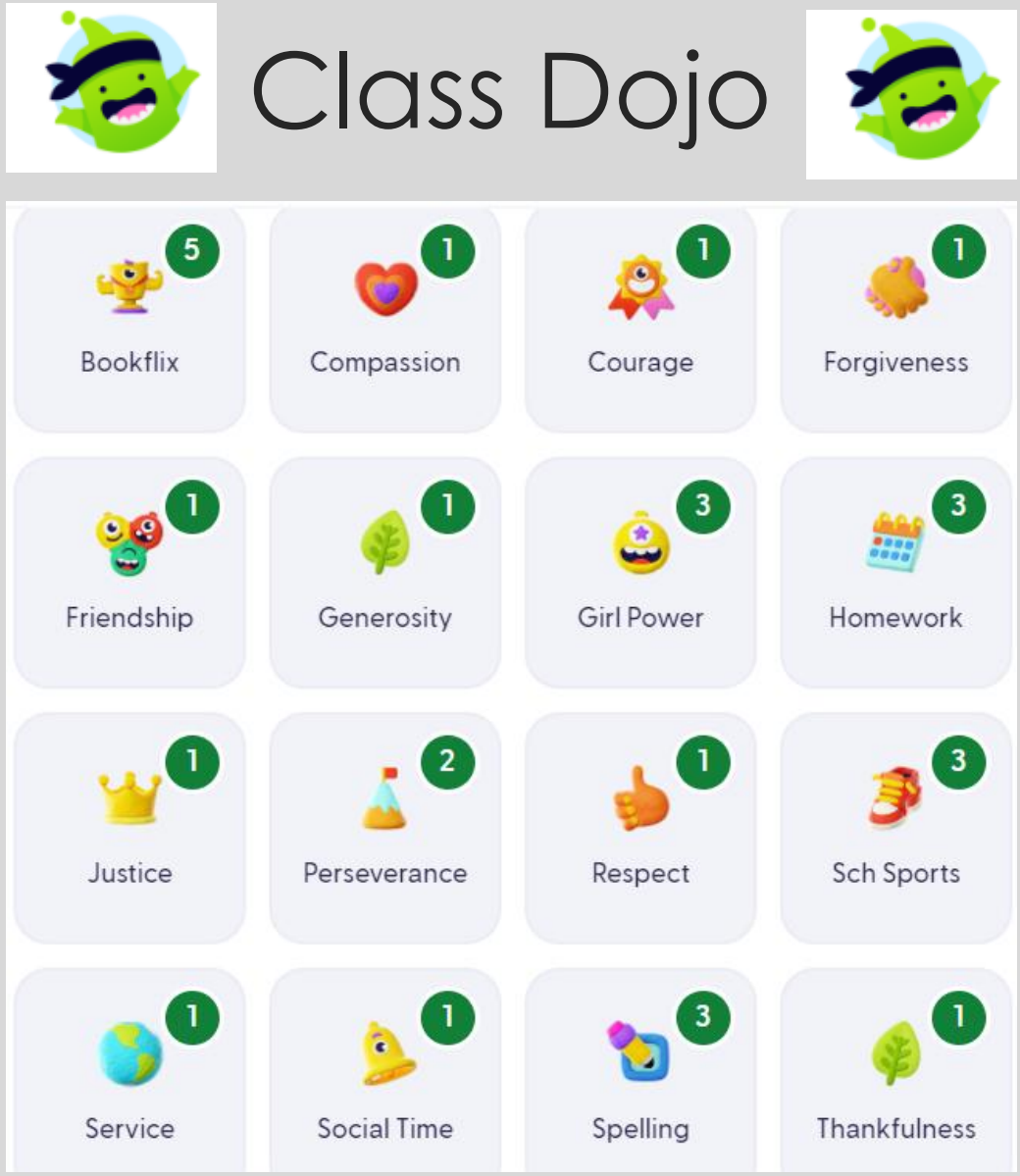
Spelling – these are sent out on Mondays and tested the following Friday. They will also be put on ClassDojo.

TTRS – children are expected to practice their times tables regularly using TTRS. Being confident with your times tables and division will greatly help in all areas of maths.

Ready, Respectful, Safe

In school, talk about behaviour that falls under **Ready, Respectful and Safe**.
In class, those children who consistently act as role models, focus in lesson time and try their best will be awarded Dojo points. These points are accumulated by house teams over half-terms and rewards give to the winning team at the end of the half-term.

Class Dojo


5
Bookflix
1
Compassion
1
Courage
1
Forgiveness
1
Friendship
1
Generosity
3
Girl Power
3
Homework
1
Justice
2
Perseverance
1
Respect
3
Sch Sports
1
Service
1
Social Time
3
Spelling
1
Thankfulness

Information Points

If you need any further information about what we are doing in class, our timetable or other information, the class page is the first place to check.

Shakespeare Class (Year 5) | Long Itchington CofE Academy (covmat.org)

Email school.parents@longitchington.covmat.org if you need to ask me a question and the website does not have the answer. I only check my emails between 8am and 4:30pm. Any emails sent over 4:30pm will be picked up the following day.

Tuesday afternoons are my PPA so I will not be available in the afternoons on these days.