



Meet the Teacher

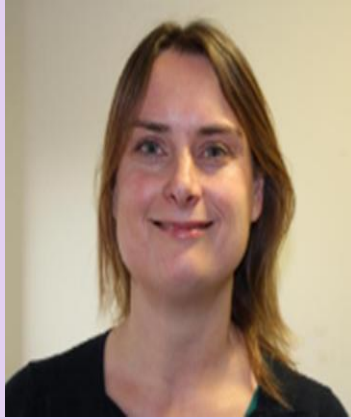
Year 5

Teachers - Mr Law & Mrs Stewart

**TAs – Mrs Parkinson and Mrs
Williams**

HLTA – Ms Lucas

Year 5 Staff



Mrs Stewart



Mr Law



Ms Lucas



Mrs Parkinson



Mrs Williams

Year 5 Learning Areas



Welcome to Year 5



Middle area computers



Role play area

Year 5 Classrooms



Welcome to Class 5L



Welcome to Class 5S

Timetable example

Lostock Hall Community Primary School

Year 5 Sample Class Timetable



Day	8.50 - 9.05 am	9.05 – 9.20 am	9.20 – 10.20am	10.20- 10.35 am	10.35 – 11.00		12.00 – 1pm	1.00- 1.05pm	1.05- 2pm	2.00 – 2.15 pm	2:15– 2.55pm	2.55pm – 3.20pm
M		Spellings	English	Break time	Whole class reading	Maths	Lunch time	Registration	PE	Break time	History / Geography	Whole school assembly
T		Maths fluency	English		Whole class reading	Maths			French		Art / DT	Art / DT
W		Spellings	English		Whole class reading	Maths			Computing		Music	Singing Assembly
Th		Maths fluency	English		Swimming	Swimming			Maths		RE	Whole class reading
F		Spellings	English		Whole class reading	Maths			Science		PSHE	Celebration assembly

Daily routines

- ▶ 8.45 am – Whistle blows.
- ▶ 8.55 am – Registration/gate closed.
- ▶ 9-9.20 am –Phonics & Spelling (Mon , Weds & Fri). Maths fluency (Tues & Thurs)
- ▶ 9.20 – 10.20 am– English.
- ▶ 10.20-10.35 am – Break.
- ▶ 10.35-11 pm – Whole Class Reading
- ▶ 11am-12 – Maths.
- ▶ 12-1pm – Lunch.
- ▶ 1.00 – 2.15 pm – Foundation subject lessons (a short comfort break).
- ▶ 2.55 – 3.20 pm – Assembly/intervention/arithmetic.

Year Group information

- ▶ **Moving to Year 5** – Encouraging greater responsibility, independence, more challenging work.
- ▶ **Exciting new topics** – Harry Potter novel study, Science fiction Avatar unit, The United States, Earth and Beyond, Design and make a bridge, 3D sculpture, landscape weaving, Salsa food DT topic.
- ▶ **Whole class reading** - Novel focus and range of texts.
- ▶ **Swimming**- sessions during the Autumn Term
- ▶ **Forest School** – Outdoor sessions in groups of 15
- ▶ **Harvest Festival** – Poetry performance.
- ▶ **Developing responsibilities**- reading buddies, eco reps, playground buddies, sports leaders, school councillors

Key Stage Targets

Developing Reading skills and progression

- Focussed teaching of reading skills within lessons – a focus on fluency and comprehension and use of a range of challenging and engaging texts.
- Daily whole class reading sessions.
- Range of class novels throughout the year.

Developing Writing skills and progression

- Personalised teaching and support within lessons.
- Ongoing targeted intervention groups and one to one support.
- Developing grammar and punctuation skills.
- A focus on widening vocabulary across all subjects.

Developing Maths mastery and fluency in arithmetic

- Personalised teaching and support within lessons.
- Timetabled fluency sessions twice per week.
- Ongoing targeted intervention groups and one to one support.
- Strong focus on mental maths and times-tables recall. Use of online support materials such as Times Tables Rock stars and Purple Mash.

Year Group Key Skills/Objectives

Year 5 Word Reading:

- Read aloud a range of age-appropriate texts with fluency & expression to a range of audiences.
- Use tone, intonation and appropriate volume when reading aloud, taking into account the punctuation.
- Read words with a range of prefixes & suffixes (including less common prefixes & suffixes).

Year 5 Comprehension:

- Show understanding of a range of age-appropriate texts through discussion and answers to comprehension questions.
- Make plausible predictions based on what is stated in the text and what is implied.
- Make accurate inferences, justified using textual evidence and more subtle clues in the text.
- Research effectively by scanning for key words and noting down only the main ideas.
- Use evidence from the text to justify answers and opinions.
- Show understanding of figurative language used, including that used within poetry.
- Use context clues to explore the meaning of more complex, unfamiliar vocabulary and suggest suitable synonyms.
- Make comparisons within a text (e.g. different character viewpoints on the same event).
- Explain the effect of the author's use of language.
- Know the purpose, language features and organisational structure of a variety of non-fiction texts & poetry.

Year 5 Writing - Vocabulary, Grammar, Sentence Structure & Punctuation

- Use a range of simple, compound and complex sentences in writing, with a range of conjunctions.
- Use different sentence openers, such as fronted adverbials, -ed openers, -ing openers or simile openers.
- Use relative clauses within sentences, separated by commas, brackets or dashes.
- **Use capital letters at the beginning of sentences and a full stop, exclamation mark or question mark at the end.**
- Use inverted commas and other punctuation to indicate direct speech in stories.
- Use apostrophes accurately for singular and/or plural possession.
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to separate subordinate clauses within sentences.
- Indicate degrees of possibility by using modal verbs (*might, should, will, must, could*) & adverbs (*perhaps, definitely, surely*)
- Carefully chosen verbs and adverbs are evident in writing.
- Carefully chosen expanded noun phrases add interest to their writing (e.g. curly, brown hair or unpleasant, strange smell).
- Accurate, consistent use of tense throughout writing & variety of verb forms

Year 5 Writing - Composition

- Blend action, dialogue and description within or across paragraphs.
- Use appropriate paragraphs and devices to build cohesion within a paragraph (*then, after that, this, firstly*).
- Link ideas across paragraphs using adverbials of time, place or number (*later, nearby, secondly*).
- Use organisational and presentational devices such as sub-headings / bullet points in non-fiction writing.
- Attempts to create suspense, humour or tension through vocabulary / sentence use.
- Improve own and others' writing by recognising and correcting errors in spelling, grammar & punctuation.
- Use the correct features for the particular text type.

Year 5 Writing - Spelling

- Spelling age is equivalent to chronological age, or above.
- Choose the correct homophone depending on the context.
- The majority of words used in independent writing are spelt correctly, including polysyllabic words.

Year 5 Writing - Handwriting

- Use clear and legible joined up handwriting, consistent in size, shape and orientation.
- Use print instead of handwriting when appropriate (e.g. when labelling diagrams).

English writing example (EXS)

Forbidden forest

Through the trees, was a gholly figure wich was levitating in the distance, making my stomach churn. Then I lost sight of it, so I decided to investigate further. Off I stumbled, but I soon realised I was lost, I didn't know where I was. My spine was tingeling; the ghostly atmosphere was giving me the creeps. An owl was hooting relentlessly ^{as} the beams of light were shining through the trees. Swoop! A dementor suddenly hovered over me. I sprinted for dear life, the wind screaming in my ears and I stopped ^{chocking} behind ~~the~~ a tree, trembling with fear as the dementor lost sight of me. Phew! Why did I come here? I HAD to get out.

Christmas in Digging Alley

It was Christmas time in Dragon Alley. Above me,

English writing example (GDS)

To continue a story.

... but in between them, where the school had been, there was now a patch of earth. Rohan stood, frozen to the spot, his jaw dropped with disbelief. Had this really just happened? Did Rohan really just rub out his school? Pale and dizzy, Rohan swivelled to sit at the foot of the old, withered banyan tree. His senses were all alert and he was sweating with panic, the humid heat of the blazing sun beating down on him. Surely, this must be a dream? Feeling uneasy, Rohan stood up to observe the patch where his school had stood. As he did, it slowly dawned on him - this was not a dream at all.

Placing the rubber cautiously on the ground, Rohan decided to sit back down before he ~~collapsed~~^{collapsed} in panic. Taking deep breaths, he tried to calm himself down, but he couldn't get over the fact that he had just rubbed his school out. He must have passed out in shock because the next thing he knew, which was about 10 minutes later, he could hear loud whistling and harmonious humming.

Year Group Key Skills/Objectives

Key Learning in Mathematics – Year 5

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Count forwards and backwards in decimal steps Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Read, write, order and compare numbers with up to 3 decimal places Identify the value of each digit to three decimal places Identify, represent and estimate numbers using the number line Find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Round decimals with two decimal places to the nearest whole number and to one decimal place Multiply/divide whole numbers and decimals by 10, 100 and 1000 Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal Read Roman numerals to 1000 (M); recognise years written as such Solve number and practical problems that involve all of the above 	<ul style="list-style-type: none"> Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Select a mental strategy appropriate for the numbers involved in the calculation Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place) Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places) Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve addition and subtraction problems involving missing numbers 	<ul style="list-style-type: none"> Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers 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 Recognise and use square (2) and cube (3) numbers, and notation Use partitioning to double or halve any number, including decimals to two decimal places Multiply and divide numbers mentally drawing upon known facts Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
Number – fractions, decimals and percentages	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> Recognise mixed numbers and improper fractions and convert from one form to the other Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) Count on and back in mixed number steps such as $1\frac{1}{2}$ Compare and order fractions whose denominators are all multiples of the same number (including on a number line) Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams) Write statements > 1 as a mixed number (e.g. $\frac{1}{5} + \frac{2}{5} = 1\frac{3}{5}$) Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 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 involving fractions and decimals to three places Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and fractions with a denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Use the properties of rectangles to deduce related facts and find missing lengths and angles Identify 3-D shapes from 2-D representations Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees ($^{\circ}$) Identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° 	<ul style="list-style-type: none"> Use, read and write standard units of length and mass Estimate (and calculate) volume (e.g., using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (e.g. using water) Understand the difference between liquid volume and solid volume Continue to order temperatures including those below 0°C Convert between different units of metric measure Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Measure/calculate the perimeter of composite rectilinear shapes Calculate and compare the area of rectangle, use standard units square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting between units of time Use all four operations to solve problems involving measure using decimal notation, including scaling
	Geometry – position and direction	
	<ul style="list-style-type: none"> Describe positions on the first quadrant of a coordinate grid Plot specified points and complete shapes Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	
	Statistics	
	<ul style="list-style-type: none"> Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes) Complete, read and interpret information in tables and timetables Solve comparison, sum and difference problems using information presented in all types of graph including a line graph Calculate and interpret the mode, median and range 	

	Rapid Recall	Mental Strategies	Mental Calculations	Times Tables
Year 5	<ul style="list-style-type: none"> • Multiplication facts to 12 x 12 • Division facts corresponding to tables up to 12 x 12 	<ul style="list-style-type: none"> • Count through the next multiple of 10, 100, 1000 or 10,000 • Reorder numbers in calculations • Partition into hundreds, tens and Units, adding the most significant digit first • Use known number facts and place value to add or subtract pairs of three digit multiples of 10 and two-digit numbers with one decimal place • Add or subtract the nearest multiple of 10 or 100 then adjust • Identify near doubles • Add several numbers • Develop further the relationship n Between addition and subtraction • Use factors • Partition to carry out multiplication • Use doubling and halving • Use closely related facts to carry out multiplication and division • Use knowledge of number facts and Place value to multiply or divide 	<ul style="list-style-type: none"> • Add or subtract any pair of three-digit multiples of 10 e.g. $570 + 250$, $620 - 380$ • Find what must be added to a decimal fraction with units and tenths to make the next higher whole number e.g. $4.3 + ? = 5$ • Add or subtract any pair of decimal fractions each with units and tenths, or each with tenths and hundredths e.g. $5.7 + 2.5$, $0.63 - 0.48$ • Subtract a four-digit number just less than a multiple of 1000 from a four-digit number just more than a multiple of 1000 e.g. $5001 - 1997$ • Multiply any two or three-digit number by 10 or 100 e.g. 79×100, 363×100 • Divide a multiple of 100 by 10 or 100 e.g. $4000/10$, $3600/100$ • Multiply any two-digit multiple of 10 by a single digit e.g. 60×7, 90×6 • Double any whole number from 1 to 100, multiples of 10 to 1000 and find corresponding halves • Find 50%, 25%, 10% of a small whole number or quantities e.g. 25% of £8 	<ul style="list-style-type: none"> • Know 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, and 12x tables and related division facts

Maths strategies

Addition - column method

$$\begin{array}{r} 12 \\ + 24 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 38 \\ + 93 \\ \hline 131 \end{array}$$

Subtraction - column method

$$\begin{array}{r} 34 \\ - 12 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 712 \\ - 56 \\ \hline 656 \end{array}$$

Multiplication - grid method

$$53 \times 7 =$$

X	50	3
7	350	18

$$350 + 18 = 368$$

Division - Short division method.

$$186 \div 6 =$$

$$\begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{18} \\ 6 \\ \underline{6} \\ 0 \end{array}$$

no groups of 6 can be made $3 \times 6 = 18$ $1 \times 6 = 6$

Curriculum Matrix

Year 5 Curriculum Matrix



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Text: Harry Potter & the Philosopher's Stone Retell – Relative clauses, complex sentences & comma placement, direct speech & reporting clause placement, ISPACE openers, cohesion within & across paragraphs</p> <p>Topic: Harvest text Retell – ENP with modifier, direct speech & reporting clause placement</p> <p>Topic: Poetry - Haiku Haiku poem</p>	<p>Text: The Egyptian Cinderella Character description, diary entry – past tense, show don't tell, personification & metaphor, ISPACE openers, past perfect tense, consistent tense</p> <p>Topic: Ancient Egypt Instructions (mummification), non-chron report (River Nile, Ancient Egypt) – colons, bullet point punctuation, rhetorical questions, subheadings, relative clauses, writing cohesion</p> <p>Text: A Christmas Carol Setting, retell, limerick – metaphors, personification, fronted adverbials, show don't tell, embedded relative clauses, commas for parenthesis, fronted adverbials for degree & frequency</p>	<p>Topic: Winter Personification poem</p> <p>Text: Avatar (visual text) Setting & Character description – rich description, metaphor openers, include adjectives in fronted adverbials, emotive language, cohesion, show don't tell, semi-colons in an extended list</p> <p>Text: Katherine Johnson Biography – using brackets & dashes for parenthesis</p> <p>Text: Fieldtrip to the Moon Simple retell to improve – show don't tell, cliff hanger questions, dialogue</p> <p>Text: Curiosity Recount – consolidate parenthesis, modal verbs</p>	<p>Topic –Earth, Sun & Moon Non-chron report – Subheadings, paragraphs & cohesion, consistent tense, appropriate openers</p> <p>Text: Tom's Midnight Garden Retell – flashback story, change of tense & staying in the correct tense, dialogue, short sentence to build suspense, show don't tell</p> <p>Topic: Amazon rainforest Poetry – rich description, metaphor openers, formats of rhyme</p>	<p>Text: The Sword & the Stone Retell – fronted adverbials for degree, time & frequency, ISPACE openers, modal verbs, show don't tell, short sentences for suspense, cliff hanger questions</p> <p>Topic: Liverpool Museum Persuasive guide – modal verbs, emotive language, structural features, rhetorical questions, persuasive language, exaggeration</p> <p>Text: One Plastic Bag Newspaper report – indirect speech, journalistic words & phrases</p>	<p>Text: Tadpole's Promise Retell – using co-ordinating & subordinating conjunctions, understand and identify main & subordinate clause, modal verbs & adverbs</p> <p>Topic: Volcanoes Explanation – passive voice, cause & effect conjunctions, relative clauses & commas</p> <p>Text: Macbeth Diary entry, witches' spell – tenses including past perfect tense, appropriate vocabulary choices, figurative & descriptive language</p>
Maths	<p>Number (Place Value, Addition and Subtraction)</p>	<p>Number (Multiplication and Division, Statistics)</p>	<p>Number (Multiplication and Division, Fractions)</p>	<p>Number (Fractions, Decimals, Percentages)</p>	<p>Number (Decimals)</p> <p>Geometry (Properties of Shape, Position and Direction)</p>	<p>Measurement (Perimeter and Area, Converting Units, Volume)</p>
Science	<p>Properties and changes of materials (properties of materials)</p>	<p>Forces air resistance, water resistance and friction</p>	<p>Earth and Space Planets in relation to the sun. Night and day.</p>	<p>Working scientifically Developing working scientifically skills.</p>	<p>Living things and their habitats (life cycle and</p>	<p>Properties and changes of materials (changes of materials)</p>

	Statements)	levers, pulleys and gear		Revisiting prior learning in new contexts.	reproduction of animals statements)	statements)
						Animals, including humans Human life cycle, changes in puberty taught (through PSHE)

Observe life cycles of plants and animals in the local environment throughout the year

History/ Geography	The United States		Anglo Saxons	Biomes and Ecosystems	Rivers	Ancient Maya
Computing	Key Skills Review; Internet research; Spreadsheets (Care of sharing digital content; using spreadsheets for everyday conversions)	Coding/Programming/de- bugging (Coding variables, identifying programming bugs) (Electro city)	3D Modelling (2Design and make, Game creator)	Control Concept mapping (modelling, classroom design, linking information)	Multimedia (Presentations - famous Britons using a range of software)	Database analysis Evaluating information (Searching databases, creating class databases - Is what I read always real?)
	Online safety constantly threaded throughout					
RE	Hinduism Prayer and Worship What is the best way for a Hindu to show commitment to God?	Christianity Christmas Is the Christmas story true?	Hinduism Hindu Beliefs How can Brahman be everywhere and in everything?	Christianity Easter- Salvation How significant is it for Christians to believe God intended Jesus to die?	Sikhism Prayer and Worship What is the best way for a Sikh to show Commitment to God?	Christianity Beliefs and Practices What is the best way for a Christian to show commitment to God?
	Key Question: Where can we find guidance about how to live our lives?					
Art & Design	Drawing and printing Radial art prints	Drawing One-point perspective drawing of US cities	Painting, collage and digital media (Rainforest painting, colour mixing and collage)		Textiles Landscape weaving	Sculpture (Ancient <u>maya</u> sculpture masks)
Design Technology	Construction and materials Design, make and evaluate a musical instrument for a child to play a Christmas song Designer- Ayla Hutchinson		Food Design, make, taste and evaluate a salsa to use in a Mexican Wrap		Mechanics Design and make a moving toy with wheels using CAMS for a child in pre-school	
Music	Egyptians Learn to identify the pitch and rhythm of notes. Experiment with notation and create their own notated composition.	Blues Introduce the 12 bar blues and learn how to play it.	Holi Explore the associations of colour in music. Create their own composition to represent Holi.	South America (Identify instruments of a samba band. Children play syncopated rhythms and compose a samba break.	Dance Music Learn how dance music is created, focusing on the use of loops. Create own version of a dance song.	Rivers To use different rhythms to represent the different stages of a river To understand and play an ostinato.
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming

	Minimantra Yoga	Gymnastics – Activities 1	Dance – Earthlings	Invasion Games – Rugby 1	Athletics	Striking and Fielding Games – Rounders
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Drama / Role Play	Restaurant (Healthy eating)		Post Office (International postage & pricing zones)		Theatre (Shakespeare)	
	Poetry Performance / Harvest festival					
PSHE	<p>Me and My Relationships</p> <p>Collaboration challenge</p> <p>Give and take</p> <p>Being assertive</p> <p>Communication</p>	<p>Valuing Difference</p> <p>Qualities of friendship</p> <p>Kind conversations</p> <p>Is it true?</p>	<p>Keeping Myself Safe</p> <p>Dilemmas</p> <p>Anti-bullying</p> <p>D A T E</p> <p>risks</p>	<p>Rights and Responsibilities</p> <p>Fact or opinion?</p> <p>Rights, responsibilities or duties?</p> <p>Spending wisely</p>	<p>Being my Best</p> <p>Fitness</p> <p>Money</p> <p>Independence and responsibility</p> <p>Basic first aid</p>	<p>Growing and Changing</p> <p>Feelings</p> <p>Growing up</p> <p>Changing bodies and feelings</p> <p>Stereotypes</p>
PML	<p>Phonetics 3</p> <p>My Home</p> <p>Say whether they live in a house or an apartment and say where it is, repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French, tell somebody in French what rooms they have or do not have in their home, ask somebody else in French what rooms they have or do not have in their home, attempt to create a longer spoken or written passage in French</p>	<p>Pets</p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French, tell somebody in French if they have or do not have a pet, ask somebody else in French if they have a pet, tell somebody in French the name of their pet, attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</p>	<p>Date</p> <p>Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar</p>	<p>Cultural 3</p> <p>Weather</p> <p>Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Habitats</p> <p>Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.</p>	

Trips and Curriculum Enhancement

- ▶ **Visits** – Clitheroe Castle, UCLAN,
- ▶ **Performances for parents**– Harvest poetry performance assembly
- ▶ **Themed weeks** – Life skills/online safety, Creative Arts Week
- ▶ **Autumn** – United States, properties of materials, Forces, coding, health and wellbeing, developing relationships, Christianity, Islam, gymnastics, creating bridge structures, Radial art Printing
- ▶ **Spring** – Anglo-Saxons, Biomes and Eco-Systems, Earth and Space, graphical modelling, Hindu Dharma, programming, painting, collage and digital media, dance, keeping safe, Tom's Midnight Garden study.
- ▶ **Summer** – Rivers, Ancient Maya, life cycles, properties and changes of materials, multimedia, Growing up PSHE programme, Judaism, Living things and their habitats athletics, 'Dance from the Heart,' Landscape weaving

We are delighted to welcome your child into Year 5.

We look forward to an exciting year filled with learning, challenge, creativity, enrichment and fun!

