



JOHN BALL
PRIMARY SCHOOL

ACHIEVEMENT, AMBITION AND PROGRESS FOR ALL...



John Ball Primary School Information Newsletter Year 5 — 2018/2019

This newsletter gives you information about what your child will be learning this year and how you will be able to support them.

Please visit our website for further information:
www.johnball.lewisham.sch.uk

The year group team

Aaron Wheatley— awheatley12.209@lgflmail.org

Polly Mason— pmason11.209@lgflmail.org

Sophi Cole (Phase Leader) - scole52.209@lgflmail.org

Support Staff in Year 6:

Carolyn Williamson, Michaela Taylor, Shane Irwin

Please note, the preferred method of contact for individual teachers is through the class dojo messaging service. Contact your class teacher if you require support in accessing this. Please remember that during the school day it may be hard for us to reply to you; any urgent messages should go via the School Office.

PLEASE NOTE: the curriculum information on the following pages may change as the year progresses; this is a live document which is reviewed regularly and tailored to class interests/needs.

Maths

Children in Year 5 will be expected to be secure with addition, subtraction, multiplication and division to know which one to use in which situation. They need to be confident in their methods for using all four operations with larger numbers (three digits and then four digits). They should also be able to see how maths fits into everyday life, and other areas of study. Children will be learning about fractions, decimals and percentages. They will need to calculate the area and perimeter of different shapes. Children will need to solve measurement problems that involve converting between units of measurement. They will learn to draw and measure angles and also calculate the size of missing angles. They will need to interpret information in line graphs and tables.

The national curriculum for maths can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

English and Big Reading

In Year 5, the children will read a range of different genres. They will continue to use their skills of inference of characters' motives and feelings and will start to think about figurative language and how it is used. The children will learn to spell a variety of more sophisticated words with different prefixes and suffixes.

When writing a text, they will carefully select vocabulary (including adverbs) and use a variety of presentational devices to structure text (including time connectives). They will use a range of punctuation correctly, including brackets, dashes and commas. Editing their own work will become increasingly more self-led, and using dictionaries/thesaurus will be further explored.

Studied Books: Beowulf, Wonder, There's A Boy In The Girls' Bathroom.

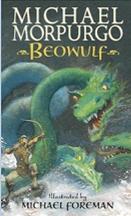
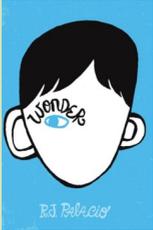
The national curriculum for maths can be found at: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Science

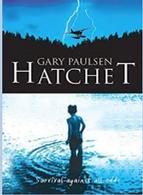
This year, children will learn about:

- **Living things and their habitats** including lifecycles of a mammal, amphibian, insect and bird.
- **Animals including humans** focusing on changes from birth to old age.
- **Properties and changes of materials** including dissolving, separating and reversible changes.
- **Earth and space** looking at the movement of the sun, earth and moon.
- **Forces** including gravity, air resistance, water resistance and friction.

The national curriculum for Science can be found at: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Y e a r 5	Autumn 1	Autumn 2
	Topic Title: Smashing Saxons and Vicious Vikings	Topic Title: Space, stars and slimy aliens
	The Big Picture: Throughout this term we will be exploring Anglo- Saxons, and Vikings.	The Big Picture: All about sun, moon and earth (which is a passion of Auggie the protagonist in Wonder).
	PSHCE: Rights and responsibilities of children PE: Swimming (5CM), Basketball/ Handball/Swimming French: All About Me: Where I live Music: Develop a thorough understanding of Pulse, Rhythm and being able to play in time with tempo changes. Humanities: Establishing a chronology of Anglo-Saxon era, creating time-lines, sorting sources and a comparison of Vikings and Saxons. Art/DT: Creating a levered/pulley catapult. Designing armour and brooch. Computing: ESafety	PSHCE: Health and Wellbeing: healthy life-styles - habits. RE: Christianity: Jesus' divine qualities through the example of the healing of the leper PE: swimming (5CM), Dodgeball/Gym French: Out and About: Develop conversation around shopping Music: Composition: An understanding of compositional tools and structure. Art/DT: Portraits and fine line-drawing focus. Computing: Espresso Coding
	Educational visits Science Museum	Educational visits School Journey
Core Texts:  	Core Texts: 	

Y e a r 5	Spring 1	Spring 2
	Topic Title: It's My Right!	Topic Title: It's My Right!
	The Big Picture: Looking at the world around us and how our behaviour impacts that.	The Big Picture: Looking at the world around us and how our behaviour impacts that.
	<p>PSHCE: Relationships: valuing difference—discriminations and stereotypes</p> <p>RE: Hinduism - Weddings</p> <p>PE: Swimming (5CM), TAG Rugby</p> <p>French: Revision of colours, numbers</p> <p>Music: Music History: A look at early pop music.</p> <p>Humanities: Settlements. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom in the past and present.</p> <p>Art/DT: Create a still life.</p> <p>Computing: Digital Literacy - Internet and email</p>	<p>PSHCE: Relationships: educate and celebrate positive relationships</p> <p>RE: Buddhism: Beliefs about death and rebirth.</p> <p>PE: Swimming (5W), Attacking and Defending/ Yoga</p> <p>French: My Hobbies and Interests</p> <p>Music: Aural: be able to repeat/playback/ sing back advanced melodic and Rhythmic exercises accurately.</p> <p>Art/DT: Printmaking- Learn to develop a print from visual research. Use press print for overprinting. Overlay print using 2 or 3 colours.</p> <p>Computing: Moving making and animation</p>
	Educational visits TBC	Educational visits TBC
<p>Core Texts:</p> 	<p>Core Texts:</p> 	

Y e a r 5	Summer 1	Summer 2
	Topic Title: Intrepid Explorers	Topic Title: Intrepid Explorers
	The Big Picture: Creating our own worlds with a variety of physical and human features, animals and eco-systems .	The Big Picture: Creating our own worlds with a variety of physical and human features, animals and eco-systems .
	PSHCE: Living in the wider world: values and customs. RE: Islam: Theme - Right and Wrong. PE: Swimming (5W), Hockey/Health Related Fitness French: My Family Music: Form a "Band" 6/7 piece. Decide what style/vibe it is to be and write a piece using all of the compositional tools already learned. Humanities: Map work Art/DT: Collage, watercolour, poster paint and chalk landscapes. Computing: Scratch and probots	PSHCE: SRE: Puberty and hygiene. Male and female changes. RE: Worldviews including Humanism: Exploring different views on the origin of the world. PE: Swimming (5W), Competitive games/ Strength and Conditioning French: The world around me Music: Continue with "Band" composition. Humanities: Locational knowledge: Locate the main countries in North America, and principal cities. Place knowledge: Compare a region in UK with a region in N. America with significant differences and similarities. Art/DT: Pencil drawings. Create a textured clay tile. Create a 3D sculpture. Computing: Information technology—spreadsheets
	Educational visits TBC	Educational visits TBC
Core Texts: 	Core Texts: 	

Home Learning

Reading and Spelling	Children are expected to record their reading in their reading record 5 days a week. We ask they read for 20-30 mins daily. We will provide spellings for the children to learn each week - the test will be the following week.
MyMaths/Hegarty	This is given out on a Friday and expected to be returned the following Friday
BugClub	Children will have the opportunity to explore electronic games and e-books through the BugClub website throughout the school year.
Learning Logs	We will give the children a word every other week. The children are then free to create a double page spread pertaining to the word which will be shared on the Friday to the class.

Home School Agreement

At John Ball School we believe in **Achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success.

The School is committed to:

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Guardian Consultations, workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), yearly curriculum updates and letters

Home School Agreement

- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

The family is committed to ensure:

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week
- They will try to make time to read to their children regularly
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school

At 'Meet the Teacher' you will have an opportunity to see your child's individual class charter. You will also be asked to sign to say you have read and understand this agreement.