**Science**

**• In our topic on Lifecycles we will investigate differences in the life cycles of a mammal, an amphibian, an insect and a bird. We will also look at Reproduction and Lifecycles of plants, seed dispersal, pollination and cut up flowers to take a closer look at the parts.**

**Year 5 Newsletter**

**Autumn 2**

**You will be supported in your learning by a super team of adults – Mrs Littleford, Mrs Kay, Mrs McLoughlin, Ms Gottlieb and Mr Mitchell.**

**Computing**

**In this second unit of work, the children will learn how to alter code and debug algorithms using Scratch and writing a simple program with a sequence of instructions.**

**PSHE**

**Whole class sessions will take place around the topic ‘Celebrating Differences’. This will explore everyone’s similarities and differences including a focus on anti-bullying. We will also be using ‘The Zone of Regulations’ and discussing emotions and connected behaviours.**

- Saying sorry

We will be talking about:

- Joining a new c We will be talking about:

- Joining a new class.

- Making new friends/

 Introducing ourselves

- Panshanger Golden Rules

- Why we have rules

- What would happen if there

 were no rules

- Building confidence and self-

 esteem

- Sharing celebrations

- Taking care of each other

- Identifying ways in which

 stories can

 represent a moral

- Making choices

- Stranger danger

- Saying sorrylass.

- Making new friends/

 Introducing ourselves

- Panshanger Golden Rules

- Why we have rules

- What would happen if there

 were no rules

- Building confidence and self-

 esteem

- Sharing celebrations

- Taking care of each other

- Identifying ways in which

 stories can

 represent a moral

- Making choices

- Stranger danger

- Saying sorry





**Maths**

**Each week there will be a daily main lesson and one short fluency session.**

**Fractions and Multiplication and Division are the key areas of teaching and learning this half term.**

**The children will be presented with different images, strategies and methods to support and extend their learning.**

**They will be encouraged and taught to explain their decisions, methods and results in different ways using mathematical language and number sentences.**

**They will be expected to know their multiplication and division facts up to 12x12 and will be given mental maths tests including**

 **x tables checks.**

**English**

* **Lots of writing opportunities with an initial focus on sentence construction using clauses to add detail and give explanations. Texts will include ‘The Monsterology Handbook’ and the other narrative texts.**
* **Reading individually, in small groups and as a whole class**
* **Spelling work including words to go home to be tested the week after.**
* **Handwriting – reminder of basic letter formation and joins**
* **Grammar work e.g. the use of subordinating conjunctions,**

**vocabulary development, prepositions and adverbials.**

**We will begin to look purposefully at paragraphing and**

**beginning to organise our work into paragraphs.**

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**Humanities (History, Geography &RE)**

**• In History we continue our study of the Vikings raising questions such such as *How can this evidence answer this question? What can we***

***learn about Viking Settlements from place names?***

* **In Geography, the unit of work will be Coasts . The children will look at how they are formed and how they change through erosion and deposition**
* **In RE the theme is Light as a Symbol. The children will explore how light is symbolic in some religious celebrations, examine beliefs and explore how light is used in a religious story.**

**Music**

**A weekly music lesson will be taught by Mr Mitchell.**

**Art**

**There will be a focus on the work of the American artist Georgia O’Keefe as we will take indspiration from her flower paintings. The children will establish focal points in their work and should be able to identify negative and positive space in the work they create.**



**PE**

**Rugby will continue for a few more sessions.**

**Our PE session will be gymnastics and after rugby, dance will start. In gym we will create and perform a partner floor sequence linking gymnastics actions developing the composition of the sequence in a variety of ways.**

**In dance, we will create and perform a variety of dance styles from different eras ( 1950s, 1960s and 1970s).**





**Spanish**

**Spanish continues with opportunities to develop the language through reading, writing, speaking and listening. There will be conversations, Q & A sessions and the children will continue to describe things and people and begin to express likes and dislikes.**

**They will endeavour to improve their pronunciation and spelling. The children will learn about how Christmas is celebrated Spain and other Spanish speaking countries.**

**Please don’t hesitate to email / ring / contact us if you have any queries or concerns –**

**laura.littleford@panshanger.herts.sch.uk**

**Carolyn.Kay@panshanger.herts.sch.uk**

**At home**

**The children are expected to read regularly at home (at least 3 times a week)and write about what they have read in their reading records. PLEASE maintain the reading practise as it is so important to all apsects of the curriculum.Times tables should be practised continuously – don’t forget TT Rockstars is a great resource. There will be homework set each week and also the children will be given a set of weekly spellings to learn for the end of the week test.**