



Grange Primary School  
 Suffolk Road, Plaistow  
 London, E13 0HE  
 Tel: 020 7476 5146  
 Fax: 020 73451849  
[info@grange.newham.sch.uk](mailto:info@grange.newham.sch.uk)

**Mrs. Dellis Smith**  
 Head teacher  
 B.Ed. (Hons), NPQH

Dear Parents,

**Year 5 Curriculum Newsletter**  
**Autumn 1**

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your children this term!

Our core literacy texts are The Orchard Book of Greek Myths by Geraldine McCaughrean  
 Reading & Learning Poetry (link to BHM) e.g. George the Poet, Momtaza Mehri, Jorja Smith

Our class-reading book of the half term are books by Ethnic authors

<b>English</b>	<b>Maths</b>
<p><u>Composition goals</u></p> <ul style="list-style-type: none"> <li>• Features of a diary/plan and write own diary</li> <li>• Features of a myth/plan own myth</li> <li>• Story middle and ending</li> <li>• Read, perform and write poems</li> <li>• Features of a biography/research</li> <li>• Biography poet (BHM)</li> </ul> <p><u>Grammar and punctuation goals</u></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Powerful adjectives /adverbs</li> <li>• Parenthesis-brackets</li> <li>• Figurative language- metaphor &amp; personification</li> <li>• Subordinating connectives to create complex sentences.</li> <li>• Fronted adverbials</li> </ul> <p><u>Reading goals</u></p> <ul style="list-style-type: none"> <li>• Discuss understanding and explore meaning of words in context</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views</li> <li>• Predict what might happen from details stated or implied</li> <li>• Broaden the text types</li> </ul> <p><u>Spellings</u>            Spellings this half-term will be taken from No Nonsense Spellings. Children will start with a review of some of the spelling patterns from year 4 before moving on to:            Suffixes -ible and -able -ough, silent letters, dictation, etymology and homophones</p>	<p><u>Number and Place Value: Numbers to 1 000 000</u></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1,000 000 and determine the value of each digit.</li> <li>• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>• Compose and decompose numbers with up to 2 decimal places using standard partitioning.</li> </ul> <p><u>Calculations: Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• Multiply and divide numbers mentally drawing upon known facts</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division</li> </ul>
<b><u>Science</u></b>	<b><u>Computing</u></b>

<p><u>Living things &amp; their Habitat</u></p> <ul style="list-style-type: none"> <li>• Recognise that all animals and plants undergo life cycles involving birth, growth, and reproduction and that these differ between living organisms.</li> <li>• Describe the life cycles of some plants and animals.</li> <li>• Recognise that there are two types of reproduction, sexual and asexual.</li> <li>• Work scientifically to use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<p><u>Internet Safety and Unit 1- We are Developers</u> This unit will enable the children to:</p> <ul style="list-style-type: none"> <li>• Understand why it is important to stay safe on the internet.</li> <li>• Create original artwork and sound for a game.</li> <li>• Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.</li> <li>• Detect and correct errors in their computer game.</li> <li>• Use iterative development techniques (making and testing a series of small changes) to improve their game.</li> </ul>
<b><u>RE</u></b>	<b><u>PSHE</u></b>
<p><u>What inner forces affect how we think and behave?</u> In this unit, pupils will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha. This unit will ask:</p> <ul style="list-style-type: none"> <li>• When am I tempted?</li> <li>• Why did Adam and Eve disobey God?</li> <li>• Why did Jonah behave in the way he did?</li> <li>• What beliefs would I refuse to deny?</li> <li>• Why do I find it difficult to accept what I know to be true?</li> <li>• What positive forces do I have in my life?</li> </ul>	<p><u>Being Me in My World</u> This half term the PSHE focus will be:</p> <ul style="list-style-type: none"> <li>• Planning my year ahead</li> <li>• Being me in Britain</li> <li>• Responsibilities</li> <li>• Rewards and consequences</li> <li>• Our Learning Charter</li> </ul>
<b><u>Topic</u></b>	<b><u>Art/DT</u></b>
<p>In our study of 'Who were the ancient Greeks?' we will:</p> <ul style="list-style-type: none"> <li>• To begin to find out who the ancient Greeks were, and place their civilisation in time.</li> <li>• To understand the different types of government in ancient Greece</li> <li>• To compare and contrast the two city-states of Athens and Sparta</li> <li>• To use sources to find out about daily life in ancient Greece</li> <li>• To know about religion in</li> <li>• To find out about the ancient Greek scholars and philosophers</li> <li>• To know how modern-day life has been influenced by the ancient Greeks</li> </ul>	<p><b><u>Greek Mythology Surrealism</u></b></p> <ul style="list-style-type: none"> <li>• Become familiar with the Greek Mythology Creatures and stories relating to the Surrealist movement in Art.</li> <li>• Observe experiment, analyse and record how, line, colour, shape size and form can be created, manipulated and used in different ways.</li> <li>• Develop an awareness of Art and be able to give opinions and feelings.</li> <li>• Record observations/ideas, organise a range of visual evidence and information using a sketchbook.</li> <li>• Be able to review their own and others work and say what they could improve.</li> <li>• Develop drawing and painting skills with a particular emphasis on shape tone, line and colour.</li> <li>• Develop an understanding of various mixed media techniques including 2D and 3D methods to explore shape, detail and sculpture.</li> <li>• Explore the world of Surrealism using their 2D and 3D skills to create their own Mythical Creature Mask.</li> <li>• Experience working alone developing drawing and Collage skills, sharing and compromising ideas for final Mask.</li> </ul>
<b><u>Important Information</u></b>	
<p><b>PE – Wednesday and Friday are PE days. Please ensure your child has their full kit each week.</b> <b>PLEASE NOTE:</b></p> <ul style="list-style-type: none"> <li>• Homework is given out on Tuesdays and due in the following Monday. There will be a playtime detention each Tuesday if homework is not completed. Weekly spellings are handed out with homework and tested every Monday</li> <li>• Does your child know their times tables? Rehearse them using their multiplication chart. Please listen to your child read daily to help improve their fluency and accuracy and ensure that they complete their reading journal (the green booklet).</li> </ul>	

If you would like to discuss any matters concerning your child, please do not hesitate to get in touch

Mrs. R Collins