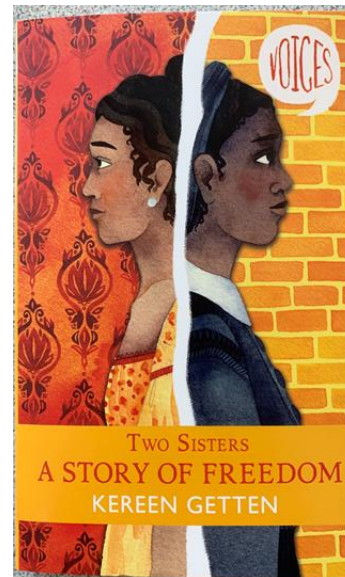
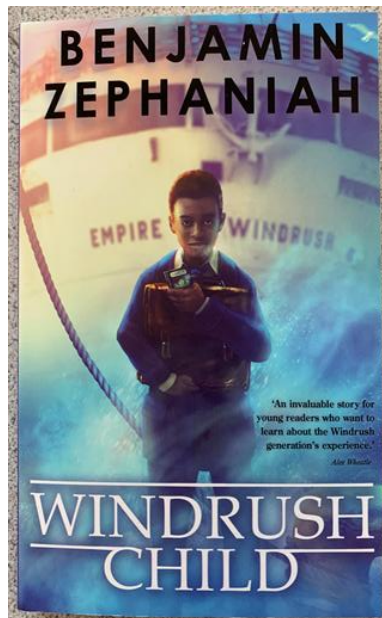
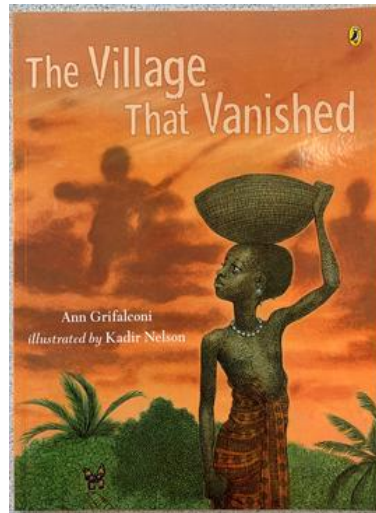
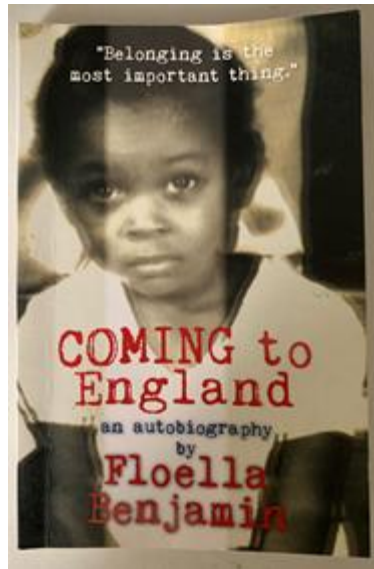
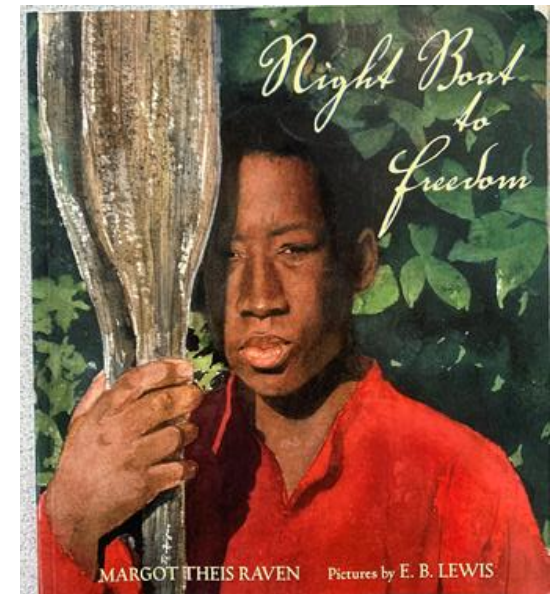


WELCOME TO YEAR 5

MISS ARMSON
MISS EDWARDS
MS G
MRS KHAN



English



Spoken and written English.
Fiction and non-fiction.

Maths

Problem S

1. Lisa is finding factors of 11. Below is her working out.

$$\begin{array}{r} 3 \times 46 \\ 1 \times 138 \\ 2 \times 89 \\ 6 \times 23 \end{array}$$

Explain how she could have worked more systematically. Demonstrate finding factors of 143.

2. Edward is finding factors of 64.

He says,

There are 6 factors

Is he right? Explain how you know.

3. John and Ben are both finding factors of 96 and discussing how many factors each has.

John says,

I think 36 has 11 factors

Ben says,

I think 144 has 9 factors

Who is correct? Explain the mistake.

Problem Sc

1. Lisa is finding factors of 66. Below is her working out.

$$\begin{array}{r} 3 \times 22 \\ 1 \times 66 \\ 2 \times 33 \\ 6 \times 11 \end{array}$$

Explain how she could have worked more systematically. Demonstrate finding factors of 84.

2. Edward is finding factors of 64.

He says,

There are 6 factors

Is he right? Explain how you know.

3. John and Ben are both finding factors of 96 and discussing how many factors each has.

John says,

I think 36 has 11 factors

Ben says,

I think 144 has 9 factors

Who is correct? Explain the mistake.

Problem Solving and Reasoning - Factors

1. Lisa is finding factors of 18. Below is her working out.

$$\begin{array}{r} 3 \times 6 \\ 1 \times 18 \\ 2 \times 9 \end{array}$$

Explain how she could have worked more systematically. Demonstrate finding factors of 30.

2. Edward is finding factors of 20.

He says,

There are 6 factors

Is he right? Explain how you know.

3. Lily is finding factors of 16.

She says,

There are 6 factors

Is she right? Explain how you know.

Autumn term	<div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>	<div>Addition and subtraction</div> <div>VIEW</div>	<div>Multiplication and division A</div> <div>VIEW</div>	<div>Fractions A</div> <div>VIEW</div>		
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>	<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>	<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>	
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Decimals</div> <div>VIEW</div>	<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>	<div>Measurement</div> <div>Volume</div> <div>VIEW</div>



Reading

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Unit focus: Persuasive Texts
Text focus: Monologue (930L)

Should Animals Be Kept In Zoos?

Should animals be kept in zoos? Our teacher asked us that question last week, and I'm still not sure how I feel about it.

I visited the zoo a while ago, and it wasn't exactly what you'd call thrilling. The tiger was asleep, the alligator didn't bother to come out of its water and don't get me started on the rhinos. But, I did notice that each animal had a display outside of its enclosure that gave information about their habitat, diet and country of origin. There was also a scale that showed how endangered they are in the wild. So many of the animals were classified as vulnerable, endangered or, even worse: critically endangered. How have we got to a point where so many amazing creatures are at risk? Surely, everybody can see how unacceptable that is?

One of the things that lots of zoos do well is to create breeding programmes for these animals. That seems like a great reason for keeping them open and for making them a home for some of the most endangered animals. These places seem to be one of the only chances these animals have. Imagine if we'd had these places when the dodo was alive, or the woolly rhino or the giant ground sloth. Would the woolly mammoth still be stomping around today if there had been a zoo to help breed them?

On the other hand, there are places out there that aren't concerned about animal welfare at all. All they are bothered about is making money. I've seen them on the news, with animals trapped in tiny cages or bare enclosures. What can we do about these places? Is it education? If they are told how to do it properly, will they? Or don't they care?

Sure, zoos are better now than they once were. In fact, one of the very last dodos on Earth died in a zoo in the 17th century. Animals are still mistreated across the world in places that don't care enough. This is a good argument for closing them all down. But you have to ask yourself, what chance do the animals have in the wild, if we do that?

There is a strong argument that the money which zoos spend would be far more effective if it was spent on conservation in the animal's own countries of origin. We might be better conserving tigers in Siberia than we are in a zoo in England. On the other hand, most of the money that zoos spend comes from people



Unit focus: Roman Tales
Text focus: Narrative (890L)

The Woodpecker

Once there was a very fine, proud and strong woodpecker who loved to peck at trees. This woodpecker would select the biggest trees to do its pecking. Peck...peck...peck...peck...peck! It pecked so fast that it sounded like hailstones on a tin roof. Woodpecker was so good at pecking that it wouldn't be long before it was tucking into juicy insects for its dinner.

The only problem Woodpecker ever had was with people. They didn't like its pecking, not one little bit. Sometimes, poor Woodpecker, being hungry, would start pecking, but before it could even get one insect out of the tree, people would start to moan. They'd shout things up at it like, "Woodpecker, stop that awful racket!"

Sometimes people would even throw things at it like old shoes or bits of wood. Poor Woodpecker would feel upset, afraid and angry. Not wanting to cause trouble, it would just move on to another place, sometimes even another country. Woodpecker got really good at languages because it had been told to 'stop', 'shut up' and 'stop and go away' in so many different tongues.

Woodpecker couldn't see why people thought its pecking was so bad. Yes, it made some noise, but it also helped the people who had crops in their gardens and fields by eating lots of insects. "They should be thanking me, not shouting at me," it thought.

Woodpecker wasn't one to give up easily so it carried on to the next place where it found a fantastic tree. It was big and tall and had been dead for a long time, so it was perfect for pecking. Just as Woodpecker was about to start pecking, it noticed there was a group of people sat around on the ground below not far away. The adults and children were sat in a circle talking and laughing. They seemed to be doing something with their hands. Woodpecker immediately felt sad. It knew that it would have to move on again, leaving this beautiful tree behind, and that it would be hungry until it found another one.

Woodpecker thought, "I'm so hungry. I'm just going have to give this tree a go and see if I can find just one insect before those people tell me to stop."

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Science

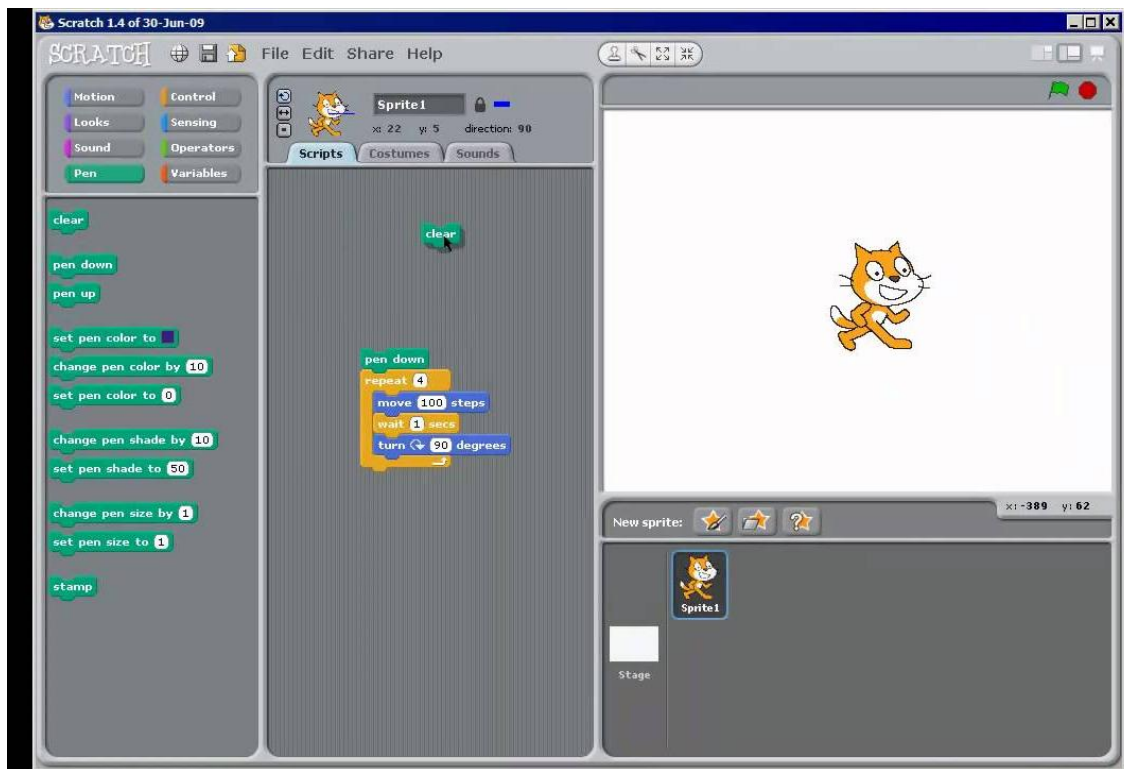
Animals Including
Humans
Earth and Space
Forces
Properties of
Materials
All Living Things
Science week

Humanities

History and Geography curriculums are going through an exciting change



Year 5	<u>Migration and Settlement</u> The Anglo-Saxons and Vikings Struggle for Power	<u>Local History Study - challenging governance</u> Equality, Race and Racism	<u>Ancient Civilisations</u> Ancient Islamic Civilisation
Year 5	Physical Diversity of South America Climate and biomes of The Amazon River, Amazon Rainforest and the Atacama Desert with a focus on deforestation and desertification	World Resources and Trade Natural resources, world trade Links and Fair Trade	Fieldwork Changes in the Local Area



Computing



Art & DT

David Hockney
Benin Bronzes
Leah Evans
Arts Week



Music



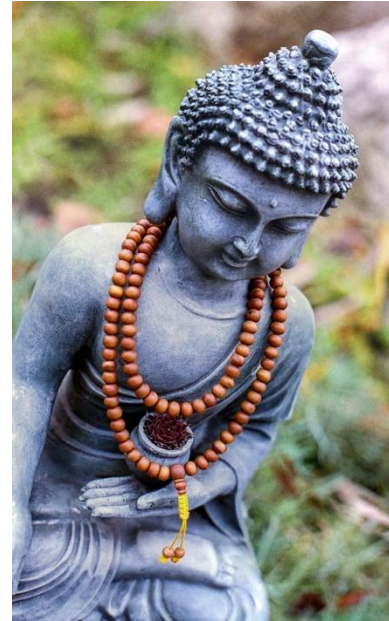
French

Year 5	Au café (au salon du thé)	Les glaces	Je peux	Quel temps fait-il?	En classe	À l'école
	<p>Order food, drinks and snacks from a menu</p> <p>Perform role play</p> <p>Grammar: say 'some' using 'du, de la, des'</p> <p>use verb 'vouloir e.g. je voudrais'</p>	<p>Learn 10 ice cream flavours and ask a question to order</p> <p>Grammar: déterminer "un" and "une"</p> <p>Use high frequency verb "je voudrais"</p>	<p>Use 10 action verbs to create simple sentences</p> <p>Use negative structure</p> <p>Grammar: use construction modal + infinitive e.g. je peux chanter and negative "je ne peux pas chanter"</p> <p>Use 10 common verbs in infinitive</p>	<p>Use up to 9 weather expressions</p> <p>Ask what the weather is like and give a reply</p> <p>Grammar: use 'il y a'</p> <p>use verb 'faire e.g. il fait'</p>	<p>Describe what you have or do not have in pencil case</p> <p>Recall nouns and articles</p> <p>Grammar: use negative 'je n'ai pas de'</p> <p>use verb 'avoir' e.g. j'ai'</p>	<p>Name subjects at school</p> <p>Share opinion on subjects</p> <p>Grammar: use article as 'le, la, l', les'</p> <p>use verb 'étudier' e.g. j'étudie'</p>



P.E.





R.E





Character Strengths we recognise in ourselves and others



Creativity

Curiosity

Judgement

Love of Learning

Perspective

Bravery

Persistence

Honesty

Zest

Love

Kindness

Social
intelligence

Appreciation of
Beauty

Gratitude

Hope

Humour

Spirituality

Teamwork

Fairness

Leadership

Forgiveness

Humility

Prudence

Self-regulation

THANK YOU!
