



WOODHALL CURRICULUM OUTLINE

YEAR 5 AUTUMN 2020



TERM TITLE: STIG OF THE DUMP

This term, we will be reading the classic children's book 'Stig of the Dump' by Clive King; a timeless tale of two unlikely pals thrown together by a chance meeting at the Dump. This story touches on many universal themes such as friendship, growing up and family and provides a rich context to explore the curriculum.

English: Reading

We love getting stuck into a good book and understand that reading is fundamental to every aspect of learning. By Year Five, children should be increasingly fluent and able to tackle more complicated texts in a range of genres. We monitor and build fluency with daily practice both at school and at home, weekly reading comprehension homework and targeted intervention when necessary, helping everyone become a more effective and confident reader.

We will have a weekly comprehension lesson to develop our key reading skills to ensure that we are familiar with and able to respond to a range of questions. These reading skills or **VIPERS** are:

Vocabulary – the meaning of words, the variety of word choices and why the author has chosen certain words. For example:

The grizzled, old man (Grizzled means have white, grey and dark hair mixed together, it usually suggests the character is unkempt or messy)

Inference- understanding what has been implied but not explicitly stated. For example:

The man shook off his umbrella and unlaced his boots. (We can infer it is raining because the man has an umbrella also that he is coming home because he is taking off his boots and shaking the umbrella)

Prediction- making a sensible guess about what will happen next or something that has not yet been revealed in the text.

Explanation- explaining and justifying ideas but using information or quotes from the text

Retrieval- finding information or ideas clearly expressed in the text by skimming and scanning.

Summarise- pulling out the key parts, points or ideas and encapsulating them in a few succinct words or sentences.

However, we do not only focus on the nuts and bolts of reading, we also want to highlight the joy that it can bring. We enjoy a wide range of interesting, funny, informative and moving texts from different authors, settings, cultures, styles and genres from our classroom 'Book Nook', the School Library and online via Bug Club. By exploring a wide range of books in our free time and writing reviews on them, we can earn stamps in our Reading Passports and even a 'Reading Ambassador' certificate and badge.

Also, Stig of the Dump will be our Class-Reader this term. We will read the story aloud together daily, with every child sharing a copy so they may participate and follow along. We will practice reading with fluency and emphasis helping us foster a love of the rich vocabulary, hilarious adventures and unforgettable characters inside; acting out key parts, analysing character's behaviour and the author's choice of language. This in turn will be a springboard to our learning in other subjects.

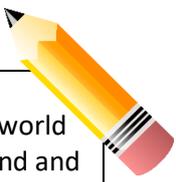
English: Spelling

Accurate spelling helps your message be expressed clearly to the reader. It is a skill you can easily improve through regular practice and learning rules, tricks and rhymes.

Every week, we will be building our spelling vocabulary and we will be given a new set of spellings to investigate and learn off by heart at home. These words come from the Year 5 and 6 spelling lists (a copy of which can be found here: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf)

We must practice writing the spelling, look up the meaning of any unknown words in the dictionary and write a sentence about each one.

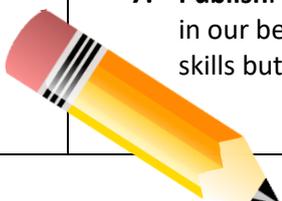




Writing is the longest journey thought has to travel! We have to see, experience and understand the world to develop our thoughts, feelings and our imagination and we need to develop the strength in our hand and our pencil grip to form legible letters and develop our handwriting and presentation. We need to learn words and phrases to express our ideas and share our opinions and grammar and punctuation so we can organise our thoughts on the page, as well as developing style and an understanding of genre. If that all sounds exhausting, you are right, it can be! In Year Five, we understand that writing can be challenging but we also aim to make it meaningful, relevant and fun while we build up our core skills.

This term, we will use 'Stig of the Dump' to inspire our own writing, creating a 'missing' chapter of the story where the characters are transported to a different time and place. To do so, we will follow our Writing Journey:

1. **Engage:** Simply put, this stage of our writing journey is about getting familiar with and excited about the text. We will also learn more about the context, the setting, characters and themes inside through cross-curricular work in History, Art, Science and PSHE.
2. **Analyse the Good Model:** Using the original text as a Good Model, we will learn how to pick out important parts from the text so we may include them in our own writing. We will colour code Features (important grammar, vocabulary and structural things such as full stops and adjectives) from the Success Criteria (list of things to include in this type of writing) in the Good Model (extract from the story).
3. **Learn:** We will consolidate our understanding of and learn new grammatical and organisational features to include in the final piece. Features for this unit include; writing in full sentences using capital letters, full stops, vivid verbs, co-ordinating conjunctions and adverbs of manner. Grammar and organisation are the building blocks of writing and structure our thoughts so we can express our ideas clearly and eloquently to the reader. We use a range of kinaesthetic tricks, rhymes and songs to help us remember different features and how they should be used.
(https://www.sandalcastleprimary.co.uk/uploads/sandal_castle_primary/files/KS_2_Grammar_Glossary.pdf)
4. **Plan:** To plan our own 'missing chapter', we will take characters from the story and think about what time and place we would like to send them to and how they managed to travel through time. We will also explore historical illustrations and consider the unique challenges and characteristics each environment poses as we map out our own lost in time adventures.
5. **Write:** Using our Success Criteria (list of things to include), the Good Model (extract from the text) and our Plans, we will write our own missing chapter. Taking it paragraph at a time, we will generate ideas with our talking partners and jot them on whiteboards. Together, we will share-write a paragraph using all of the key features. Using this share-write as a guide, we can finally put all of our learning into effect, independently writing each paragraph and we then repeat this process until we have built up a thoughtful Final Piece.
6. **Edit.** When the Final Piece is completed, we will edit and improve our work carefully, not focusing on 'fixing mistakes' but committing to making our writing *even* better. We do this by first carefully proof reading each paragraph and checking we have included all of the success criteria. We add in missing features, improve our writing using a thesaurus and dictionary to choose stronger vocabulary and spellings.
7. **Publish.** The best part of writing is sharing your work! We will be writing up our edited final pieces in our best handwriting including all of the improvements, not only as a chance to perfect those skills but so we can share our own adventures with each other as part of a class book.



There is an old adage that a good Mathematician is a lazy Mathematician! This doesn't mean that we shouldn't try our best in Maths, it means that we should always look for the quickest and easiest (or 'laziest') way to solve a problem. This term, we will be building on and developing new methods to become increasingly efficient and confident when handling number. To do so, we will use a **CPA** approach:

Concrete: Using materials and resources to physically see and manipulate numbers.

Pictorial: Using sketches and diagrams to represent these ideas on the page.

Abstract: Finally, using the formal written methods and calculations.



Using ESSENTIAL MATHS resources, we will work systematically to tackle each new topic area starting by introducing and exploring the **concept**, developing new methods and becoming increasingly fluent in mathematical **procedures** and begin to **apply** this learning to a wide range of contexts and problem solving. Throughout, we will be using speaking frames to support the development of our spoken language focusing on the correct use of Mathematical vocabulary and clarity of our explanations.

First off, we will be reading and writing numbers up to 1 million in words and numerals. We will consolidate our understanding of place value of numbers of larger numbers and practice rounding them to the nearest power of ten, revisiting and building on knowledge from previous years. A solid understanding of place value underpins so much of our understanding of Mathematics as a whole; helping you calculate precisely and estimate answer closely. You can practise your skills at home at put your parents to the test using this 'Who Wants to be a Millionaire' style quiz... will you win the £1,000,000?

http://www.math-play.com/Place-Value-Millionaire/place-value-millionaire-game_html5.html

Next, we will investigate negative numbers; thinking about how and why they are used and exploring simple calculations and real-life problems. This cheeky little game for two players is an excellent way to consolidate learning and practise using negative numbers in a fun way:

<https://nrich.maths.org/5898>

Once we have consolidated these concepts, we will move on to the decimal number system. Whilst the title may sound intimidating, we are actually surrounded by decimal numbers constantly! This handy video explains what decimals are and why they are so important in our everyday lives:

<https://www.bbc.co.uk/teach/skillswise/decimals/zmfbbbk>



Next, we will multiplying and dividing numbers by 10, 100 and 1,000 and investigating properties of number including factors, multiples and primes. If some of these terms or ideas are a bit overwhelming, never fear, this maths dictionary is on hand to support learning and help you develop understanding in mathematics:

<http://www.amathsdictionaryforkids.com/dictionary.html>.

Finally, we will be exploring all four operations: add, take away, times and divide using the **CPA** approach, strengthening our mental calculation strategies and culminating in a secure understanding of formal written calculations. This is an excellent game for getting those brain cells ticking, give it a go at home:

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Each week, we will have Mathematics homework to consolidate what we have learnt in school and develop fluency. If you find something tricky, let us know and we can go through it together!

Maths: Times Tables	<p>A quick and accurate recall of the Times Tables up to 12 x 12 is vital in many areas of Mathematics including problem solving, fractions, decimals, percentages, ration and shape. We will continue to work on our multiplication fluency throughout the year; providing regular practice and focused intervention as necessary.</p> <p>We will make use of Times Tables Rock Stars both in school and at home to chart our successes, challenge each other and practise, practise, practise our skills until we achieve Rock Star status! https://play.ttrockstars.com/auth/school/student/69396</p> <p>We will then test our skills weekly in our Maths Olympics sessions, earning certificates for speedy completion of each stage so get practicing every night!</p>
Science	<p>Science this term will be literally out of this world...we will be learning all about space!</p> <p>To kick off the topic, we will look briefly at the theory of the Big Bang and the formation of the universe. This will help us develop our chronological understanding and provide a starting point for our timeline of life on Earth. We will also compare the Scientific explanation to the Jewish and Christian creation story in R.E.</p> <p>After that, we will get stuck into the planets. We will learn to identify the planets by looking at their shape, location relative to the sun and their unique characteristics. We will use models, videos and role-play to recreate the movement of the Earth and other planets, even making our own rotating orbit book to explain the phenomenon. Also, we will touch briefly on the related topic of gravity, explaining how it plays a part in the movement of the planets.</p> <p>Next, we will research the Moon and answer the important question: <i>is the moon really a planet?</i> We will revisit the historic Moon landing in 1969. You can watch the breath-taking original broadcast footage below: https://www.youtube.com/watch?v=cwZb2mqld0A</p> <p>Finally, we will study the Earth's movement and unpick the differences between <i>rotation</i> and <i>revolution</i>. We will investigate why we experience night and day and different seasons, understanding the cosmic reasons for the length of days and years on each planet. Linking to our work in D.T., we will construct simple shadow clocks and sundials and as part of our History learning, we will find out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> <p>Vocabulary and reading are so important in every area of the curriculum. To saturate us with fascinating facts and inspire our learning, we will be using our topic box, crammed full of enlightening books, majestic pictures and interactive models and our Book Nook will be filled to the brim with key vocabulary to help develop our scientific terminology.</p> <p>If you want to explore this topic further, you can visit the Science Museum. It has a whole gallery devoted to space exploration- https://www.sciencemuseum.org.uk/ or possibly take in a show at the Peter Harrison Planetarium in the Royal Observatory in Greenwich https://www.rmg.co.uk/whats-on/planetarium-shows</p> <p>You can also investigate more online on the handy BBC Bitesize website: https://www.bbc.co.uk/bitesize/topics/zkbbkqt</p>



Stig of the Dump is such a fun way to dive into our History topic. Even though it is fiction, it offers an interesting comparison between the lives of the earliest people and today.

Over the course of this term, we will traverse thousands of years of prehistory, from the beginnings of the Stone Age to the sophisticated tribal lives of the Celts. Linking to our work in Science, we will make a skeletal timeline charting the journey from the beginning of the universe right up to the Iron Age. We will learn new historical terms such as ancient/modern/BC/BCE/AD/



century/decade to describe and contextualise our learning and this foundational knowledge will help us understand the enormous amount of time that has past and how gradual the changes were.

This online historical dictionary gives simple definitions of key terminology:

<https://www.historyonthenet.com/historical-dictionary>

Before we get into the nitty gritty, we will think about how we learn about History, looking at different types of sources and considering how we might answer key questions. We will look at what sources of information are available from the Stone Age and think carefully about what they can tell us; tracking the development of tools throughout the time period to build an understanding of changes over time.

We will become myth-busters, explaining why the Flintstones could never happen, exploring real life artefacts and their uses and considering what daily life would be like in a prehistoric world. We will examine the wildlife, the Hunter-Gatherers' diet and even design our own menus to compare today's eating habits with Stone Age fare and look at cave painting and what the images reveal about the artists, making relevant links to our own art work.

Also, we will examine how shelters and housing changed over time to match the needs of the occupants, starting with the nomadic cave dwellers, then the earliest settlers of the Bronze Age to the superior round houses and tribal villages of later years.

Using the exquisite photographs from the British Museum, we will examine the artefacts left behind by the Bronze Age people, marvel at their craftsmanship and recognise the huge technological advancements made during this time. You can check out the artefacts here:

<https://www.britishmuseum.org/collection/term/x13712>

Linking with our learning in Art, D.T. and Science, we will learn about the mysterious Stone Henge; evaluating common theories about the ancient stone circle and maybe even coming up with some of our own suggestions. You may even enjoy taking a road trip to this wonder of the world, more information is available here:

<https://www.english-heritage.org.uk/visit/places/stonehenge/plan-your-visit/>

Finally, to consolidate our learning and literally make history jump off the page, we will host our very own Celt Day. We will be invited into the Woodhall hillfort where we will come dressed as Celts to re-enact the daily tasks of an Iron Age farmer. We will try our hand at Celtic metallurgy (metal work) by decorating our own shields, swords and broaches; design and paint on our own warrior woad (war-paint); we will weave wattle and daub walls and even use traditional methods to dye fabric, offering all of our goods to the great goddess Sabrina under the shadow of our very own roundhouse. Later, we will explore Celtic myths and legends and play traditional highland games to find out who is the ultimate warrior. If you enjoy some crafts, costumes and acting, parents are very welcome to come and help out on the day!

Art and Design

Our Art work this term will centre around our topic, Stig of the Dump, and be closely linked to our History learning. Looking at ancient cave paintings from sites such as Lascaux and the Cave of Hands in Argentina, we will think about the techniques, style and content of each image, extrapolating what the paintings can tell us about bygone times. All the while, considering and debating, *is this good art?*

We will develop our own drawing skills by trying out lots of activities to explore pencil grip and pressure and we will use shading, cross-hatching and various other forms of mark making to create different effects. Using a wooden artist's doll, we will draw figures, looking carefully at their scale and proportion. Then, we will experiment with movement and gesture as we draw proportional stick figures in various poses.

All of this preparatory work will be put into practice as we create our very own cave-paintings! We will climb under our tables, drawing over our heads to recreate similar conditions and use similar materials as the original artists. Not only will this help us get a realistic final piece, it helps us see the distinct challenges of this type of artwork.



You can check out the charming tale of how the Lascaux Cave Paintings were discovered here: <https://www.youtube.com/watch?v=0XPFS2dRqPE>

Our next project will be building a miniature model Stone Henge! This fun activity is a great way to develop new techniques and skills. We will learn how to mix and prepare our own salt-dough, a skill can then be easily transferred onto future craft projects, and then form the stone slabs that will make up our design. We will leave them to harden before we paint the slabs and a paper plate for the mount, using sand to add authentic texture. Once they are ready, we will thoughtfully arrange our ruined stone circle and assemble it using a hot glue gun.

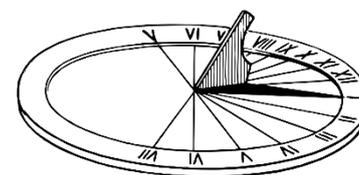
While Art is a fantastic lens to explore other areas of the curriculum, when the great poet Théophile Gautier said 'art for art's sake', he reminded us that it is a worthwhile pursuit all of its own. Art can be aesthetically pleasing, thought provoking and informative but it does not always have to be a finished painting hanging in a frame. We recognise the endless benefits of Art, whether that is building problem solving skills, resilience, teamwork, confidence, self-expression, imagination and mindfulness, so we build lots of opportunities for making and creating.

Design and Technology

Not to be confused with Art and Design, Design and Technology is about researching, designing and creating products- objects intended for a specific use or purpose. Throughout the term, we will make books from card and paper to showcase our learning across the curriculum. To get us started, we will perfect the basics of folding paper and creating sharp accurate creases- essential to careful and accurate construction. This handy tutorial explains the difference between two terms we use frequently- a 'hamburger fold' and 'hotdog fold' (please be aware that the actual folding in this video is a bit messy and I know you will be able to do a far better job!)

<https://www.youtube.com/watch?v=bmmaA8o4fxQ>

In our first Design and Technology project of the year, we will be making our very own working sun dial linked to our learning in Science. When you are out and about, look out for sun dials in public places- they are more common than you think!



First, we will look at various models and learn how they work; observing the effect of the sun on the shadow it creates and how this can be used to tell the time. Taking the twelve-section model as a blue-print, we will then design our own pattern. With our final design in place, we will construct the sun dial with paper, card and straws and practising our key cutting and securing skills. Finally, we will put our sun dial to the test and evaluate its effectiveness in both appearance and more importantly, functionality.



This year, we will carry out an in-depth study of the Jewish and Christian faiths as part of our ongoing Religious Education. We will learn not only *about* each religion but also consider how we can learn *from* each of them as well. Even if we do not personally share these beliefs, we will begin to reflect on our own ideas and learn how to respectfully discuss, debate and share our opinions whilst being tolerant and understanding of others which will also link closely to our work on British Values.



When we are setting out our new class rules and expectations at the beginning of term, we will think about the rules and laws we follow in our own daily lives and learn how Christian and Jewish rules of living impact the lives of their followers.

R.E.

We will listen to important stories and examine the sacred texts to help us understand the key beliefs of both faiths looking specifically at the Jewish creation story and the feast of the Sabbath (linking to Science and History), the Ten Commandments, Jesus's Commandment and the Kosher diet. Also, we will also explore Jewish festivals and celebrations such as Rosh Hashanah (the Jewish New Year), Yom Kippur (the Day of Atonement), Sukkot (Celebration of the Harvest) and Hanukah (the festival of lights) and draw similarities and note differences to our own religious and secular (non-religious) traditions.

Throughout this year, we will start to address some larger theological questions and reflect on why some people choose to follow religion and others do not. We will recognise how different religions offer their followers answers to some of the great mysteries of life as we will start to develop our own personal sense of curiosity and understanding about life, death, relationships and the natural world.

To contextualise our learning, we will visit local places of worship and invite local people to speak about their experiences and share their thoughts and feelings first hand. If you would like to learn more at home, the BBC Bitesize website has a plethora of information to get started with:

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7>

P.S.H.E.

At Woodhall, our social, emotional and mental well-being is at the heart of everything we do. At the start of the year, we write our class rules together and every day, we think about how to keep ourselves and others around us safe, happy and thriving. We remember who we can turn to if something is bothering us and adults make the time to respond to any unexpected issues that spring up. We have a safe space to discuss our concerns, hopes and ideas with the class during circle time and if something is more personal in nature, there is always a trusted adult to speak to one-to-one.

As we start to read more advanced texts, we need to unpack themes and events in the story to understand how it affects the characters and how similar issues can impact our own lives. Stig of the Dump for example deals with themes such as poverty, carrying knives, smoking and bullying.

While much of P.S.H.E. is incidental, responding to the needs of the class, we also believe a structured, regular programme of study in Personal, Social and Health Education is imperative to help us understand our place in the world and navigate new challenges and situations as we grow older.

Using the PSHE Association resources, this term we will learn how to recognise and respect similarities and differences between people. We will explore identity, individuality and personal qualities (whether that be ethnicity, family, faith, culture, gender, hobbies and interests) and discuss stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. We will work together to find ways to challenge stereotypes and assumptions about others.

In an effort to develop financial literacy, we will also explore how people make decisions about spending and saving money. We will learn how to keep track of money so people know how much they have to spend or save and how people make choices about ways of paying for things they want and need. We will also recognise that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.

To support our P.S.H.E. learning this term, we will invite in speakers regularly including the local police officers and the NSPCC and observe significant national events such as Red Nose Day, Children in Need, Black History Month and Anti-Bullying Week.

