MEET THE TEACHER
Year 5
Monday 11th September

Staff

5G Class teacher: Ms Niamh Cavadino
5B Class teacher: Mr Mirco Zanier
KS2 Additional Adults: Ms Penny Thenistocleous, Ms Lauren Daly, Ms Khalida Begum, Mr John Norwood
Phase Leader: Ms Simone Bunbury
SENCo: Ms Caireann Conlon

Timetables

5G - Niamh Cavadino										
Day	9.00	10.00	10.20	10.40	11.40	12.10	12.30	1.30	1.45	2.30
Monday	Reading	Assembly	Break	Maths	SPaG	Story Time	Lunch	Swimming		HW / SPaG
Tuesday	Reading			Maths	Spanish (11.30)			MM	Geography	Science
Wednesday	Music			Maths	Reading			MM	Writing	Computing
Thursday	Writing			Maths	SPaG			MM	PSHE/RE	Geography
Friday	PE (PPA)			Writing (PPA)	SPaG			Maths		Art & Design

5B - Mirco Zanier										
Day	9.00	10.00	10.20	10.40	11.40	12.10	12.30	1.30	1.45	2.30
Monday	Spanish	Assembly	Break	Maths	SPaG	Story Time	Lunch	MM	Reading	PSHE/RE
Tuesday	Reading			Maths	SPaG			MM	Geography	Science
Wednesday	Maths			Music	Reading			MM	Computing	Writing
Thursday	Writing			Maths	SPaG			Swimming		Geography
Friday	Writing (PPA)			PE (PPA)	SPaG			Maths		Art & Design

Yearly Curriculum Overviews

Art & Design and Design Technology Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	DT: Transport	Art: Autumn	Art: Lunar New Year	DT: Contrasting Countries	Art: Mixing Colours	Art: Summer DT: Starting Big School
YR	Art: Colour	DT: Toys	DT: Jamaica	Art: Spring	DT: My Local Community	Art: Minibeasts DT: Let's Create
Y1	Art: Drawing Spirals	DT: Preparing Fruit & Vegetables	Art: Simple Printmaking	DT: Sliders & Levers	DT: Templates & Joining	Art: Making Birds
Y2	DT: Wheels & Axles	Art: Explore & Draw	DT: Free standing structures	Art: Expressive Painting	DT: Templates & Joining - Sewing	Art: Be an Architect
Y3	DT: Shell Structures	Art: Gestural drawing with charcoal	Art: Working with Shape & Colour	DT: Levers & Linkages	Art: Making animated drawing	DT: Healthy & varied diet
Y4	Art: Storytelling through drawing	DT: 2D Shape to 3D product	DT: Circuits & switches	Art: Exploring Pattern	Art: Festival Feasts	DT: Pneumatics
Y5	Art: Topography & Maps	DT: Frame Structures	DT: Cams	Art: Fashion Design	DT: Celebrating seasonality	Art: Architecture- Dream Big or Small
Y6	DT: Pulleys	Art: 2D Drawing to 3D Making	Art: Print & activism	DT: Complex Switches	Art: Brave Colour	DT: Combing Fabric Shapes

Computing Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport	Christmas	Winter	Life Cycles	Mixing Colours	Farm Animals
YR	Colour	Toys	Jamaica	Spring	Minibeasts	Let's Create
Y1	Technology Around Us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
Y2	IT Around Us	Digital Photography	Robot Algorithms	Pictograms	Digital Music	Programming Quizzes
Y3	Connecting Computers	Stop Frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events & Actions in Programmes
Y4	The Internet	Audio Production	Repetition in shapes	Data Logging	Photo Editing	Repetition in games
Y5	Systems & Searching	Video Production	Selection in Physical Computing	Flat file Database	Vector Drawing	Selection in quizzes
Y6	Communication & Collaboration	Web Page Creation	Variables in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movement

History & Geography Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Geography: Transport	History: Christmas	Lunar New Year	Contrasting Countries	History: Holi	Seasons: Summer History: Starting Big School
YR	History: All About Me	Geography: My School History: Toys	Geography: Jamaica History: Homes	Geography: Burkina Faso	Geography: My Local Community	History: Super Duper Me
Y1	Geography: Map It!	History: Living Past	Geography: England	History: The Great Fire of London	Geography: The United Kingdom	History: Monarchy
Y2	Geography: Map It!	History: Hackney's History	Geography: Hackney & Alexandria	History: Marvellous Medics	Geography: Weather	History: The Victorians
Y3	Geography: Map It!	History: Stone Age to Iron Age	Geography: Settlements	History: Ancient Egypt	Geography: Rivers	History: Ancient Civilizations
Y4	Geography: Map It!	History: The Romans	Geography: Tectonic Plates	History: Anglo Saxons	Geography: North & South America	History: Leisure & Entertainment
Y5	Geography: Map It!	History: The Vikings	Geography:Our Natural Planet	History: The Greeks	Geography: Trade	History: Islamic Civilizations
Y6	Geography: Map It!	History: Benin	Geography: What's It Like There?	History: Building the Past	Geography: Sharing the World	History: British Empire

Science Map

new wave federation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport	Autumn	Winter	Life Cycles	Growing Things	Summer
YR	All About Me	Toys	Homes	Spring	Minibeasts	Super Duper You
Y1	Everyday Materials	Animals & The Human Body		Plants		Seasonal Changes
Y2	Living Things & Their Habitats	Uses of Everyday Materials		Growing Plants		Animals Including Humans
Y3	Light	Forces & Magnets	Rocks	Plants & their Life Cycles		Healthy Bodies
Y4	States of Matter	Sound	Electricity	Identification & Classification		Digestion & Food Chains
Y5	Properties and Changes of Materials	Forces	Earth and Space	Plant and Animal Life Cycles		The Human Life Cycle
Y6	Classification	Electricity	Light	Evolution & Inheritance		The Circulatory System

Half Termly Curriculum Information

English

In English we will:

- develop our reading fluency
- read *The Explorer*
- engage with unfamiliar vocabulary
- evaluate language used by authors and the effect it has on readers

Maths

We will be learning to:

- develop our understanding of place value with large integers
- compare and order 5 and 6-digit numbers
- solve problems with a range of strategies
- use a range of mental strategies to add and subtract

Science

We will be learning how to:

- compare and group everyday materials on the basis of their properties
- identify materials that will dissolve in liquid to form a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated

Geography

We will be learning to:

- identify what the Tropics of Cancer and Capricorn are like
- identify what the Arctic and Antarctic Circle are like
- locate specific locations on an ordnance survey map

Curriculum Information | new wave federation | **Year 5 - Autumn 1**

Computing

We will be learning about:

- search engines and refining our searches
- how devices are connected to different servers and systems

PE

We have a PE lesson every **Friday.** Please ensure your child wears their PE kit on this day. The focus of this session will be football.

We will also have a swimming lesson every **Monday (5G)** and **Thursday (5B).**

PSHE

Our PSHE focus is Being Me and we will be learning about:

- challenges and aspirations for the year ahead.
- understanding my rights and responsibilities as a British citizen.
- identifying rights and responsibilities as a member of the school and the community.

Art and Design

We will be exploring topography and maps, looking closely at:

- symbolism to reflect big ideas
- making comparisons between art and the real world
- lines and shapes in artwork

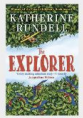
English

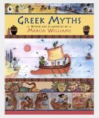
New Wave - Year 5 - Reading Pathway

Books to Read for Pleasure

The Classic	The Future Classic	The Non-Fiction One
		
The Poetry Collection	**The Graphic Novel**	**The Funny One**
		

Books to Write From





This year, Year 5 will be writing: an adventure story, instructions, a legend, a newspaper report, diary entries, a persuasive letter, a myth, a non-chronological report, a graphic novel, an explanation, poetry, a science-fiction story and a discussion.

new wave federation

Year 5 Spellings Autumn Term 1

Unit 1	Unit 1	Focus Unit 1	Unit 2	Unit 2	Focus Unit 2
Test w/c 11.09.23	Test w/c 18.09.23	Test w/c 25.09.23	Test w/c 02.10.23	Test w/c 09.10.23	Test w/c 16.10.23
silent letter b	**silent letter b**	**ough words**	**-ible**	**-ible**	**homophones**
thumb	combs	fought	terrible	responsible	cereal
numb	lamb	nought	possible	irresistible	serial
crumbly	bomb	bought	sensible	flexible	heard
debt	subtle	coughing	visible	horrible	herd
doubt	plumbing	rough	legible	divisible	steal
limbs	doubtful	tough	edible	incredible	steel
climbed	dumb	enough	reversible	convertible	stationary
tomb	catacomb	through	credible	invincible	stationery
occupy	foreign	ought	government	guarantee	father
occur	harass	trough	parliament	hindrance	farther

Maths

Mathematics Mastery **Curriculum Map: Year 5**

Autumn

Week 1 – Week 2	Week 3 – Week 4	Week 5 – Week 6	Week 7 – Week 9	Week 10
Reasoning with large whole integers	**Integer addition and subtraction**	**Line graphs and timetables**	**Multiplication and division**	**Perimeter and area**
• Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M	• Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies	• Complete, read and interpret data presented in line graphs • Read and interpret timetables including calculating intervals	• Identify multiples and factors • Investigate prime numbers • Multiply and divide by 10, 100 and 1000 (integers) • Derived facts • Illustrate and explain formal multiplication and division strategies such as short and long • Use a range of mental calculation strategies	• Investigate area and perimeter of rectilinear shapes • Estimate area of non-rectilinear shapes

Spring

Week 1 – Week 3	Week 4 – Week 5	Week 6 – Week 8	Week 9 – Week 10
Fractions and decimals	**Angles**	**Fractions and percentages**	**Transformations**
• Read, write, order and compare decimals • Round decimals to the nearest whole number • Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) • Calculate fractions of amounts	• Classify, compare and order angles • Measure a draw angles with a protractor • Understand and use angle facts to calculate missing angles	• Add, subtract fractions with denominators that are multiples of the same number • Multiply fractions (and mixed numbers) by a whole number • Explore percentage, decimal, fractions equivalence	• Coordinates in all four quadrants • Translation and reflection • Calculate intervals across zero as a context for negative numbers

Summer

Week 1 – Week 2	Week 3 – Week 5	Week 6 – Week 7	Week 8	Week 9 – Week 10
Converting units of measure	**Calculating with whole numbers and decimals**	**2-D and 3-D shape**	**Volume**	**Problem solving**
• Convert between metric units of length, mass and capacity and units of time • Know and use approximate conversion between imperial and metric	• Mental strategies to add and subtract involving decimals • Formal written strategies to add, subtract and multiply involving decimals • Multiply and divide by 10, 100 and 1000 involving decimals • Derive multiplication facts involving decimals	• Classify 2-D shapes and reason about regular and irregular polygons • Properties of diagonals of quadrilaterals • Classify 3-D shapes • 2-D representations of 3-D shapes.	• Use cube numbers and notation • Estimate volume • Convert units of volume	• Negative numbers and calculating intervals across zero • Calculating the mean • Interpret remainders • Investigate numbers: consecutive, palindromic, multiples

The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

Science

Properties and Changes of Materials - Year 5 - Unit 1

Scientific Enquiry

identifying & classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will explore adding a range of solids like sugar and salt to water and group solids based on observations.

comparative & fair testing

Comparative testing means testing objects to rank them. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will investigate the properties of different materials in order to recommend them for particular functions. We will test and compare dissolving rates and irreversible changes such as rusting.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Taking measurements
Gathering and **recording** results
Presenting results
Interpreting results
Concluding (drawing conclusions)
Predicting
Evaluating an enquiry

Subject Specific Vocabulary

conductor

A **conductor** is a material which electricity, heat or sound can flow through

insulator

An **insulator** is a material that is a poor carrier of heat, electricity or sound.

Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and magnetism.

reversible

When materials can be changed back to their original state or form it is called a **reversible** change. When ice (solid) melts to form water (liquid). It can be frozen back to ice again. This is a **reversible** change.

When a steel paper clip is bent, it changes shape. This is a **reversible** change as it can be bent back to its original shape.

irreversible

Sometimes when materials are cooked, heated, burnt or mixed, a new material is formed. The new material cannot be changed back to how it was before. This is an **irreversible** change. Paper being burnt is an **irreversible** change. It is not possible to get the paper back.

Heating an egg to make a fried egg creates a new material. This change is **irreversible.**

dissolving

When a solid is **dissolved,** it is mixed into a liquid creating a solution. Some materials do not **dissolve**. They are insoluble and form sediment.

salt solution

sediment in water

evaporation

To recover a substance from a solution we can use different methods such as **evaporation** where a material is turned from its liquid state into a gas.

filtering

One was to separate materials in a mixture is by **filtering**. This involves passing a liquid through a mesh to separate solids.

sieving

Sieving separates solids from liquids or larger solids from smaller solids by passing them through a net.

filtering

sieving

Things you learnt in previous topics

In Year 2, you identified and compared the suitability of a variety of everyday materials for particular uses and found out how the shapes of solid objects made from materials like plastic and rubber could be changed. In Year 3, you identified magnetic materials. In Year 4, you compared and grouped materials according to whether they were solids, liquids or gases and observed changes of state. You learnt about evaporation and condensation and the water cycle.

How this connects with future learning

In KS3, you will learn about chemical reactions as the rearrangement of atoms. You will be able to represent chemical reactions using formulae and equations. You will learn about combustion, thermal decomposition, oxidation and displacement reactions. You will be able to define acids and alkalis in terms of neutralisation reactions. You will be able to use the pH scale for measuring acidity/alkalinity; and indicators.

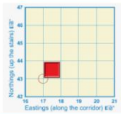
Geography

Map It - Year 5 - Autumn 1

Tier 2 Vocabulary

locate	contrast
To find the exact place or position of something.	To show the differences between two or more things.
The longitude of a place enables us to **locate** it on a map.	The climate in the topics is a huge **contrast** to the climate in both the Arctic and Antarctic Circles.
Ordnance Survey grid references help us to **locate** places when orienteering.	The Arctic and Antarctic have **contrasting** minimum temperatures.
I **located** the Amazon rainforest on the map.	I like to ride my bike. In **contrast** my sister likes to play football.

Key Vocabulary

Tropic of Cancer	Tropic of Capricorn	Arctic Circle	Antarctic Circle	grid references
A significant line of latitude that is located above the equator.	A significant line of latitude that is located below the equator.	A polar region around the North Pole and the most northerly circle of latitude.	A polar region around the South Pole and the most southerly circle of latitude.	Grid references on ordnance survey maps help you to pinpoint the exact location anywhere on a map.
The **Tropic of Cancer** marks the northern edge of the tropics.	The **Tropic of Capricorn** marks the southern edge of the tropics.	The sub-soil in the **Arctic Circle** is permanently frozen so very few plants can grow here.	98% of land in the **Antarctic Circle** is covered in ice.	**Grid references** have at least four digits.
The **Tropic of Cancer** lies 23° north of the equator.	The **Tropic of Capricorn** lies 23° south of the equator.	In the **Arctic Circle**, the minimum temperature is -43°C.	In the **Antarctic Circle**, the minimum temperature is -62°C.	We can use **grid references** to help pinpoint a location when orienteering.
				

How this connects with previous learning

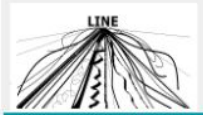
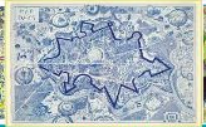
In Year 3, you learned about the five major lines of latitude.	In Year 3, you learned about the 4 main climate zones.	In Year 3, you were introduced to orienteering.

How this connects with future learning

In Spring 1, you will learn the link between climate zones, biomes and vegetation belts.	In Summer 1 you will learn about trade of natural resources across the world.	In Year 6, you will apply your knowledge when comparing 3 regions across the world.

Art & Design/Design Technology

Topography & Maps - Year 5 - Autumn 1

Art Themes		Tier 2	Key Vocabulary			
line	**shape**	**connections**	**visual language**	**symbolism**	**mapping**	**identity**
A long mark or stroke that could be straight, curved, thick, thin or any direction	A form or outline of something.	A relationship in which a person or thing is linked or associated with something else.	Communicate through visual elements.	The use of symbols to represent ideas, emotions or qualities etc.	Chart and connect places or even abstract ideas.	Who a person is and the qualities that make them unique.
We can make different **lines** using pencil, paint, charcoal and pastels.	We will use a range of **shapes** to create bold designs.	We can create **connections** between ideas when we make art.	We will create our own **visual language** when creating our personal maps.	We can use **symbolism** in art to express our own emotions.	We will be **mapping** our own personal ideas and identities.	We will be expressing different parts of our **identities** with our symbolic maps.
We will use a variety of **lines** to draw our own symbolic maps.	A balance of **shapes** is important within composition.	We will make **connections** between the real world and how we represent it in our work.	We can read the **visual language** of art just as we can read words.	We can use simple **symbolism** to represent big ideas.	Grayson Perry uses **mapping** in most of his art works.	To create **balance** in a composition we make choices such as how far it is symmetrical or asymmetrical.
						

How this connects with previous learning				How this connects with future learning		
In Year 2, you used pattern in printmaking.	In Year 3, you made collages by 'drawing with scissors'.	In Year 4, you made forms using a range of media.		In Year 5, you will explore architecture and create your own designs.	In Year 6, you will explore art and activism.	In Year 6, you will create your own designs based on installation art.

Spanish

Year 5 Spanish Knowledge Organiser
Todo sobre mí

Saludos
Greetings

Buenos días
Good morning

Buenas tardes
Good afternoon

Buenas noches
Good night

Preguntas
Questions

¿Cómo estás?
Estoy .....

¿Cómo te llamas?
Me llamo.....

¿Cuántos años tienes?
Tengo ..... años.

¿Cuándo es tu cumpleaños?
Mi cumpleaños es el ..... de .....

Sentimientos
Feelings

Estoy	
	bien / mal
	feliz / triste
	hambrient**o**
	cansad**o**
	aburrid**o**

Los números
The numbers

1	uno	11	once	21	veintiuno	30	treinta y uno
2	dos	12	doce	22	veintidos	30	treinta y dos
3	tres	13	trece	23	veintitres	...	...
4	cuatro	14	catorce	24	veinticuatro	40	cuarenta
5	cinco	15	quince	25	veinticinco	50	cincuenta
6	seis	16	dieciseis	26	veintiseis	60	sesenta
7	siete	17	diecisiete	27	veintisiete	70	setenta
8	ocho	18	dieciocho	28	veintiocho	80	ochenta
9	nueve	19	diecinueve	29	veintinueve	90	noveinta
10	diez	20	veinte	30	treinta	100	cien

Enfermedades
Illnesses

Me duele la cabeza.

Me duele la tripa.

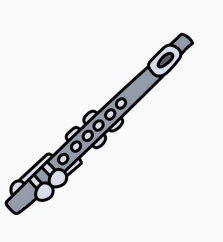
Me duele el pie.

Tengo tos.

Tengo fiebre.

Music

Every child in Key Stage 2 will have a weekly small group instrumental lesson taught by specialist tutors, week beginning Monday 18th September. The children will be able to choose between guitar and flute. This is an initiative in collaboration with Hackney Music Service.



Year 5 will also have a whole class singing lesson and there will be the opportunity to join the school choir with Mr Jake Stevens.

Wider Curriculum – Specialist Teachers

5G will go swimming every Monday, 5B will go swimming every Thursday.

Spanish will be taught every week by Ms Maria Bujalance.

Design & Technology and Art & Design lessons with be taught by Ms Alison Dunne and the class teachers.

The children will have PE every Friday with either Coach Hassan or Coach Ansell. They should come to school in their PE kit on this day.

Excellence for All – Our Values

collaboration

creativity

focus

kindness

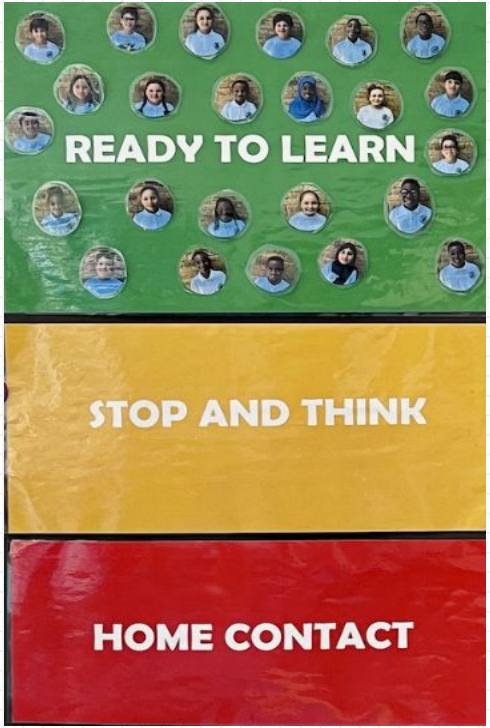
responsibility

Excellence for All

Green-ready for learning.

Orange -Stop and think. Children are given the opportunity to reflect on their choices and get ready for learning again.

Red – Parent contact. Consequence if undesirable behaviour persists or if a child's actions are considered extreme.



School Uniform

- navy crewneck sweatshirt or cardigan with logo
- light blue polo shirt with logo
- black school trousers, knee-length skirt or shorts, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

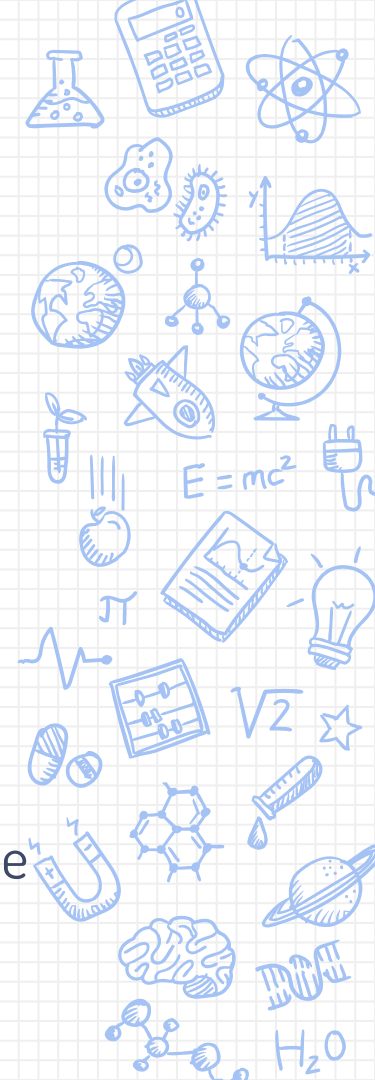
PE Uniform

- light blue polo shirt with logo
- black PE shorts or tracksuit bottoms
- plain black, white or grey socks
- plain black (or white) plimsolls or plain trainers
- **on Wednesday, children should come to school dressed in their PE uniform.**

Simple ear studs and religious items are the only jewellery permitted.
Please leave all other jewellery at home.
Pre-loved uniform can be ordered through the PSA website or ask us.

Arrival and Collection

- the school day begins at 8:55am
- there are two bells in the morning – one at 8.53am where children get ready to learn in their lines and one at 8.55am where children go into their classrooms to complete their morning review tasks whilst the register is taken
- please be punctual to avoid late marks and unauthorised absences
- late = after registration has closed.
- children in Years 5 and 6 may go home alone - complete the google form shared last week to authorise this



Absences

- if your child is sick please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am
- holiday during term time will not be authorised
- you may receive a fine for unauthorised absence
- the government requires schools to inform parents when attendance is below 95%
- attendance below 90% is classified as persistent and is reported to the local authority

Communication

- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists and home learning are saved in the classes section of the website
- you can make appointments to see the class teacher or phase leader/SENCo after school (we can usually be flexible with timings to meet your needs)
- e-mails with messages for class teachers or school leaders should go through the school office

Home learning

- spelling practice (weekly tests begin this week)
- reading - 15 to 20 mins daily
- maths activities - targeted practice linked to weekly learning
- geography, history or science tasks to be completed each half term and links to learning resources in other wider curriculum subjects
- iPads (and Google Classrooms) are being updated and reallocated and will begin to go home again by the end of the month

Year 5 Geography Homework Project

It's time to get creative, Year 5! We would like you to use the materials you have at home to make one of the following:

1. A contour map. This could be 2D or 3D.

2. A map of the world showing the different time zones.

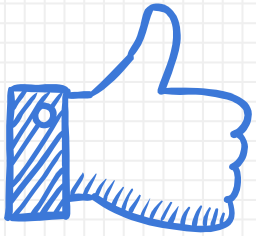
3. A model of a country or continent of your choice, including the timezone it is in and its climate.

Please hand in your projects by **Friday 13th October**. We can't wait to see them!

Science	Computing	Art / DT

Admin

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all monies are collected through ParentPay
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- **ensure your child's clothes and property are named**
- **ensure your child brings in (and takes home) daily a named water bottle**



THANK YOU

ANY QUESTIONS?