



Our School Vision : At St George's we are proud to be one family of lifelong learners who know they are special to God. Our family is built upon a strong sense of belonging and mutual respect. Our community gives our children the freedom to flourish and succeed.

... A flourishing fellowship: learning together with God by our side ...

Literacy:

Our literacy will begin with an exploration into the beautifully illustrated book **'The Arrival'** by **Shaun Tan**. This book explores the themes of refugees and provides opportunity for the following pieces of writing: setting descriptions, recounts, diary entries, persuasive writing, playscripts and non-chronological reports. In addition, we will use this book as a springboard to generate questions, evoke discussion and produce emotive personal accounts as we imagine we are characters inside the book. The children will be encouraged to use precise, ambitious vocabulary to express themselves.

The children will alternate between learning new spelling patterns on a biweekly rotation, and will have daily spag lessons to improve their understanding of punctuation and grammar.

Within our Literacy sessions, the children will explore different authors' writing styles, allowing them to develop their spelling, punctuation and grammar skills to use in their own writing.

Alongside the texts the children will be reading in their Literacy lessons, the children will also be engaging with a variety of diverse texts within our guided reading sessions and during our daily story times. The children will also have the opportunity to share their love and passion of reading throughout the half term.

Computing:

In this unit learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available.

Mathematics:

In our maths lessons, we will be developing our understanding of **statistics** by learning about how data is presented and interpreted, e.g. in tables, line graphs. Furthermore, we will begin our work on **multiplication** and **division**, exploring **square, cube and prime numbers** as well as using terminology such as **factors, multiples and products**. We will move onto measuring and calculating **perimeters** and **areas** of shapes, including compound and irregular shapes.

The children will also develop appropriate use of **mathematical vocabulary** to solve problems, reason, think logically and work systematically. Through our Mastery approach, they will develop their own **mathematics cultural capital** to better make sense of the world around them and become successful lifelong learners. We will also be doing regular **mental arithmetic** challenges and **times table tests** in class. The children will use apparatus, models and images to ensure mathematical mastery.

Geography:

To complement our learning last half term about Ancient Greece, this half term the children will learn about the geography of modern **Greece**. They will be answering the key question **'What do I know about Greece?'** The children will locate Greece in an atlas, recognising some features, and describe its location using geographical vocabulary. They will label maps, describe geographical features, describe the Mediterranean climate, explaining the temperature in different locations and interpret climate data and temperature charts. They will then interpret and compare population graphs, identifying the challenges of living in Greece. They will then reflect on how the weather and climate support the lifestyle of people in Greece, identify features of natural beauty, learn about some native animals and carry out some further research.

Science:

In science we are studying a combined unit of **'Animals including Humans' and 'Living Things and their Habitats'**. In this unit children will be answering the question **Do all plants and animals grow in the same way?** In this unit, the children will learn the difference between sexual and asexual reproduction in plants. They will also compare the life cycles of amphibians, insects and birds including aspects of how they reproduce. The children will work scientifically to examine baby growth data to identify patterns in how humans grow, to establish links between gender and height and present this in a graph. Lastly, we will look at the contributions of female, London born anthropologist, **Jane Goodall** and her work studying chimpanzee behaviour in Tanzania.

DT:

In DT we will be learning about **bread** products as part of our **food technology**. The children will consider how individuals and technology have shaped the way bread is made and sold today. They will conduct consumer market research by analysing a range of existing bread products, considering allergies and intolerances and how this is catered for in bread production. We will practise shaping dough to create an innovative and appealing product for our target audience. We will lastly design an original idea for a bread product, selecting appropriate savoury or sweet ingredients to add to their bread, before finally making a new bread product and evaluating it against a success criteria.

RE:

The children will be exploring the theme of **'Incarnation'**, where the key question is **'Was Jesus the Messiah?'** We will be looking at what a prophecy is and explaining the place of Incarnation and Messiah within the 'big story' of the Bible. Additionally, we will look at Gospel and prophecy texts, using technical terms as well as explaining connections between these biblical texts. We will explore how Christians put their beliefs into practice through their celebrations of Christmas, and understand the true meaning of

PSHE:

We will be looking at **Relationships**, and exploring the key question **What is a respectful relationship?** Within this half term, the children will identify the types of relationships they have (e.g. family, friends, teachers etc) including the fact that adults may choose to be part of a committed relationship via marriage and civil partnership. We will consider what makes a healthy friendship as well as how to make others feel included. We will look at the impact of peer influence and strategies to manage need for peer

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| <p>Christmas for Christians.</p> | <p>approval. This half term's learning is underpinned by the virtue of Love.</p> |
| <p>Modern Foreign Language (MFL) This half term the children will learn some more words in Spanish for food/drink, give further opinions/preferences of food/drink, applying the rules for adjectival agreement that they have learnt, and they will construct sentences in the negative. They will also be learning about the Mexican festival of Dia de los Muertos (Day of the Dead) and Christmas in Spanish speaking countries Spanish is taught through the use of familiar and/or authentic high quality texts, songs and videos, giving pupils the opportunity to explore similarities and differences between the Spanish and English language, whilst learning about the richness of the countries, peoples, religions, traditions and cultures of the Spanish Speaking world.</p> | <p>Music: This half term the children will be learning about the Italian musician and composer Antonio Vivaldi (1678–1741) and listening to 'Winter' from the 4 seasons. They will respond to the music through dance, create their own musical ideas using words about winter, structure these into a class concerto grosso and perform this to an audience. They will continue to listen to and develop an appreciation for a wide variety of music from different genres and historical periods and develop vocal control through singing songs.</p> |
| <p>PE: Football – To be able to play a variety of positions on the pitch. To relate a greater number of attacking and defensive tactics to a game. To be able to be more skilful when moving at speed. Gymnastics – To be able to confidently perform skills. To be able to improve sequences and individual actions. To be able to work in a group and aim to improve sequences in time with others. To be able to make changes to sequence using compositional ideas. Miss Callaghan: Wednesday and Friday Miss Bick: Wednesday and Thursday 5B will also have swimming on Thursdays this half term. Please ensure your child wears their PE kit to school on their allocated PE days. PE kit should be clearly labelled with their name.</p> | <p>Homework: You will receive a St George's Home Learning Menu, where some of the learning is essential and some is optional. Homework will be set on a Friday and the essential homework is due on a Wenesday.</p> |
| <p>Reading Books: All of the children in year 5 are expected to read at home for at least 15 minutes every day and record this in their reading records. Reading a range of literature on a regular basis makes a huge impact upon your child's vocabulary and ability to write well. We encourage your child to read a wide range of genres, comics and newspaper articles and to consider the differences in structure, purpose and content of each piece of writing. Please question your child about their understanding of the text. Please ensure that your child's reading record is signed when they read. Due to the pandemic, we will send these home for the Half-Term and ask for them back at the end so we can look at them. Thank you. When reading with your child please take the opportunity to build their speaking and listening skills by engaging in conversations about the story that is being read.</p> | |
| <p>Other: What you need and when: Coat: Please provide your child with a named showerproof coat every day. Water: A named water bottle— this needs to be filled each day and brought into school. Pencil cases: Please keep personal pencil cases at home to prevent items being lost. We will provide you with any necessary stationery.</p> | |
| <p>PARENTS: The school is always looking for an extra set of hands.....all children love to see Mum, Dad, Nan or Granddad helping out in school. Do you have any special skills you could offer? Can you garden, play games, make things...the list is endless! We would love any offers of help. If you are able to offer any help, please speak to the class teacher or one of our office staff.</p> | |
| <p>Remember: Visit our website https://stgeorgescebromley.school/.  Follow us @StGeorgesSchBic for regular class updates</p> | |