



# Tipton in Time

## Curriculum Information for Parents

What will my child be learning?  
How can I support them at home?

## Our new curriculum

At Joseph Turner we aim to provide an exciting and engaging curriculum, which will inspire children to nurture a passion for learning. We firmly believe that the driving force behind the delivery of an interesting, creative curriculum, is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful. This enriches the education experiences of all children in our school to ensure that they become lifelong learners. All areas of the curriculum are important and children are encouraged to recognise that 'getting stuck' is a valuable part of their learning journey. We aim for all pupils to become resilient and confident learners.

### Autumn- Tipton in Time

We will be delving into our local area and how the Industrial Revolution was a period of major changes in the way products were made. The Black Country and Tipton were important parts of the revolution. There were coal mines, iron foundries, glass factories, brickworks and steel mills. We will explore the change in schooling, jobs and everyday lives of Tipton and the Black Country.

Key Vocab:

Industry, Revolution, impact, collieries, foundries, workhouse, destitute, apprenticeships.

## Autumn – Tipton in Time

### English and Maths

#### English

- To make appropriate inferences linked to the text we are reading, including the characters' emotions and motives.
- To explore and identify and use the features of a character description, including expanded noun phrases, adjectives, conjunctions and imagery.
- To develop and use an effective range of narrative devices. Children will read a variety of descriptive pieces and evaluate the author's narrative devices and map these in their own writing.
- Children will become familiar with a range of sentence types and will be encouraged to include these at regular points in their writing.
- To develop the skim and scan technique. Children will be taught how to identify key language in questions and texts in order to locate information effectively.
- Children will be answering many retrieval questions from the text to help them recall, in detail, the information they have read.
- To apply accurate punctuation, including semi colons and parenthesis.

#### Maths:

- Children will be reading, writing comparing and ordering numbers of increasing value up to 1,000,000.
- Counting and solving numbers with negative numbers.
- Rounding numbers to the nearest 10, 100, 1000, 10,000 and 100,000.
- Subtracting using written methods and exchanging.
- Addition using carriers and increasingly large numbers.
- Estimate answers by making links and rounding.

It is important to remember, these are guidelines to the Year 5 Curriculum. Every child will be working at a slightly different level and staff will ensure the work your child is doing is right for them.

### COMPUTING

To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

To design and create animated games using the SCRATCH program.

### ART

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, we will be exploring the work and life of Artist William Morris, with a focus on printing/patterns to create a pattern in the style of William Morris

### SCIENCE

Children will know how to compare materials based on properties.

Know how to sort by different criteria and in different ways.

To know that a solid can have different levels of hardness.

Know that liquids can have different properties and levels of runniness.

To know that metals can have different properties and uses.

Know that plastics can differ in properties and levels of these properties.

To know how properties can make different materials suitable for different purposes.

To be able to create a scientific prediction.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations.

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Identifying scientific evidence that has been used to support or refute ideas.

Taking measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate.

Identifying evidence that has been used to support or refute ideas or arguments.

Using test results to make predictions to set up further comparative and fair tests.

### DESIGN AND TECHNOLOGY

#### *Design*

To use research and develop design criteria to inform the design of a Victorian toy that is fit for the purpose of playing a game.

#### *Make*

To select from and use a wider range of materials and components according to their functional properties and aesthetic qualities

#### *Evaluate*

Investigate and analyse a range of existing materials.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world.

### PHYSICAL EDUCATION

Swimming lessons.

To learn how to be safe in and around the water and learn basic swimming skills and techniques.

### HISTORY

To place events on a timeline.

To compare to times of events in history already explored.

To use correct terminology when discussing or recording ideas/learning.

Use accurate historical language.

Identify effects and lasting impact.

Compare to your own lives.

Identify sources of information and carry out research.

Identify key information and people.

Record learning in appropriate ways.

Communicate your learning and knowledge.

### GEOGRAPHY

This unit provides children with the opportunity to investigate our local area of Tipton with a focus on its main human and physical geographical features and how they might change or have changed. It provides opportunity for the children to develop their geographical skills including the use of maps, observations and field sketches. It enables children to develop their work on previous years about climate zones.

## How Can I Help at Home?

### Spellings

Spellings will be taken home with your child on a Friday and will be tested the following Friday. These are also on the school website.

Please can you practice these spellings with your child using the Look, Cover, Write, Check method which will be using in class.

Please can you also speak with your child about the meanings of the words given to them (this will be done in class) but it will help your child to use them in their writing.

Activities you can do at home to help your child with the curriculum. Please upload your activities onto Seesaw.

Diary page of a day in the life of a child in the mines.	Research facts about a famous person who came from the Black Country.
Map of the Black Country labelled with towns, canals and main industries.	Sketch the view from your window in pencil only.
Design a new Black Country flag.	Make a model of a canal boat.
Design and make a game using only marbles.	Create a quiz about the Black Country
Create a fact file on your chosen Black Country Industry.	Cook/bake a traditional Black Country meal.

## Year 5 Autumn 1 Spelling Lists Group 1

Spelling test each Friday. Please use Spelling Shed login and SeeSaw to practise spellings.



<u>Date</u>	<u>Focus</u>	<u>Spellings</u>				
Week 1 18.09.23	Words ending in 'tious' and 'ious'	ambitious	amphibious	curious	devious	fictitious
		infectious	notorious	nutritious	repetitious	obvious
Week 2 25.09.23	Words ending in 'cious'	atrocious	conscious	delicious	ferocious	gracious
		luscious	malicious	precious	spacious	suspicious
Week 3 02.10.23	Words ending in 'cial'	artificial	beneficial	crucial	especially	facial
		glacial	judicial	multiracial	official	special
Week 4 09.10.23	Words ending in 'tial'	circumstantial	confidential	essential	impartial	influential
		potential	preferential	residential	substantial	Torrential
Week 5 16.10.23	Words ending in 'cial' and 'tial'	commercial	controversial	controversially	financial	financially
		initial	initially	palatial	provincial	spatial
Week 6 23.10.23	Challenge words	appreciate	cemetery	conscious	convenience	environment
		immediately	language	sufficient	thorough	vegetable

## Year 5 Autumn 1 Spelling Lists Group 2

Spelling test each Friday. Please use Spelling Shed login and SeeSaw to practise spellings.



<u>Date</u>	<u>Focus</u>	<u>Spellings</u>				
Week 1 18.09.23	Words that are homophones	accept	expect	knot	not	peace
		piece	plain	plane	weather	Whether
Week 2 25.09.23	Words with the prefix 'in' meaning not	inability	inactive	inadequate	incorrect	incurable
		indefinite	inelegant	inflexible	insecure	invisible
Week 3 02.10.23	Words with the prefixes 'il', 'im, and 'ir'	illegal	illegible	immature	immortal	impossible
		impatient	imperfect	irregular	irrelevant	irresponsible
Week 4 09.10.23	Words with the prefix 'sub-' meaning 'below' or further divided	subdivide	subheading	subject	submarine	submerge
		submit	substandard	subtle	subtropical	subway
Week 5 16.10.23	Words with the prefix 'inter-' meaning 'between or among'	interact	intercept	interchange	intercity	intercom
		interface	interfere	international	internet	interview
Week 6 23.10.23	Challenge Words	strength	grammar	calendar	women	appear
		straight	interest	opposite	increase	believe

