DURHAM
BLUE COAT SCHOOL

Year 5 Autumn Term Update

A Message from the Class Teachers

We've made a solid start to the year. There are many things to enjoy about Y5, from the wonderful novels we read to the topics covered in Science and the foundation subjects, as you'll see below.

Just a reminder of a couple of things: 5B will swim every Thursday morning until Christmas. Both classes should come in the school PE kit every Thursday morning. Homework is set on a Thursday and is due by Wednesday at 8pm. It currently consists of one sheet of paper spellings/handwriting and one LBQ task around times tables. The code for the LBQ: gn wr tw z5

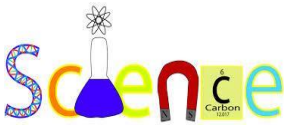


We have already made a good start to our first English unit which is based on the book 'The Lion above the Door' by Onjali Q Rauf. In this unit we will be writing a narrative piece and an article linked to the key themes in the book. We will go on to study balanced arguments and the film and book 'The Snowman' by Raymond Briggs where we will write a narrative and instructions. In reading lessons we will read a wide range of texts to help build up our knowledge of topics related to the texts we study. We will also read different poetry texts to allow us the opportunity to develop our reading skills in all different genres.

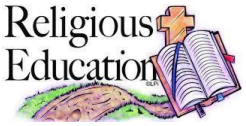


We have already completed our first unit on place value and will be forging ahead to the waters of Addition and Subtraction. Having navigated this successfully, we'll explore Multiplication and Division before ending up with ½ of people's favourite: Fractions.

In addition to this, we will continue to complete a weekly arithmetic assessment to ensure that our speedy maths skills are kept sharp.



Our science this term will be focusing on Space, although sadly with very few mentions of the "final front ear" we've heard so much about. We've already learned more about the planets and have other areas to explore, such as the Moon and the impact it has on us - scientifically speaking.



This term, our RE lessons will explore our core question: “What does it mean for a Jewish person to follow God?”.

To investigate this, pupils will work as theologians, sociologists, and philosophers as they learn to:

- Make sense of Jewish beliefs: We will identify key beliefs about God, exploring sacred texts to see how Jewish people interpret what God is like.
- Understand the impact: Pupils will connect beliefs about the Torah and its commandments (*mitzvot*) to daily life, looking at rules such as kosher laws. Children will also explore how these beliefs are put into practice across different traditions, comparing Orthodox and Progressive Jewish living.
- Make connections: Children will discuss key concepts like tradition, ritual, community, study, and worship, considering why these matter to Jewish families today. They will also reflect on these values in relation to their own lives and share how their thinking develops over the unit.

Throughout this unit, we will also reflect on our School Vision Big Question: *“Where does pure joy hide inside a sacred space—like a church, mosque, gurdwara, synagogue, or temple—even when it is completely silent?”.*



In history this term, we will be answering the question, ‘Were the Vikings really vicious?’. We will begin by considering the chronology of various time periods within British and world history. We will then study primary and secondary sources to understand how and why they invaded Britain. We will seek to unravel the reasons why the Vikings are often portrayed as ‘vicious’, and evaluate to what extent this is a fair judgement.



In geography this term, the children will learn about the third and fourth largest continents of the world: North and South America. They will locate countries and capitals on a map and find out about the human and physical features.We will look at the climate of Brazil and explore the push and pull factors for migration to cities. We will explore how the USA is different to the UK.



Music this term focuses on melody and rhythm. We will be learning to play the violin, read basic notation, improvise and create basic rhythmic patterns.



This term in Art, we will be exploring the exciting world of abstract painting. Our big question is: How can an artist make you feel something without drawing a person, place or object?

We are researching the work of four influential abstract artists: Wassily Kandinsky, Sarah Morris, Frank Stella and Beatriz Milhazes. Through exploring their artwork, we have discovered how artists use colour, shape, line, pattern and form to communicate ideas, express emotions and create visual impact without representing recognisable objects.

We have completed a critical analysis of selected artworks, looking closely at the artists' use of the formal elements. To develop our observational skills and understanding of artists techniques, we have completed a transcript copy of an artwork, carefully studying and recreating its visual details.

We are then going to bring all of this learning together to create our own original abstract painting using acrylic paints. We will experiment with colour, shape, line, pattern and composition to communicate a feeling, mood or idea without drawing a recognisable person, place or object. By the end of this project, we hope to develop our confidence in making creative choices, analysing artwork and expressing ourselves visually.



Computing this term will see Y5 preparing to make their own Maze Game on Scratch. They have already done some research - a lesson they all never want to repeat as it involved playing Maze games all lesson. In the coming lessons, Y5 will be looking at how to search efficiently using Google, building a "how to" guide for each other on Scratch skills they'll need and using paper in a computing lesson for the first time at Blue Coat as they plan their game!



Bonjour! In French this term the children will recap introducing themselves and greetings before talking about where they live and learning the compass points. We will also learn about the home and things contained in it, particularly the living room and kitchen. We will learn the phonics "gn" and "n" along with some prepositions before ending the term thinking and talking about French Christmas food. Delicieux!

Our PE lessons are built around four main areas of development: Physical, Cognitive, Social and Emotional. Whatever the PE topic, we aim to develop the whole child - physically, cognitively, socially and emotionally - while helping every pupil live out our values of Joy, Wisdom and Courage. In PE this term we have started with Football. The unit of work challenges pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. We will then move onto our Dance topic. The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.



In our first puzzle piece ' Being me in my world,In this Puzzle, children look ahead to the year with optimism, setting personal goals and finding joy in celebrating what they value about their school community. They explore leadership and motivation, drawing on courage to face new challenges positively and overcome obstacles. Across the six Pieces, children learn about their rights and responsibilities as citizens, exercising wisdom to develop empathy for people whose lives are different from their own as they consider fairness, privilege, and disadvantage. They reflect on how rewards and consequences influence behaviour, using wisdom to make thoughtful choices that benefit both themselves and others. By working together to create and follow their Learning Charter, children practice courage by using their voice in a democratic setting and experience the joy of cooperation. By the end of the Puzzle, children understand how democracy and shared expectations support a positive, inclusive school community, taking pride and joy in the whole-school Learning Charter as their shared outcome.

We will then be moving onto our second Jigsaw piece ' Celebrating Difference.In this Puzzle, children explore cultural similarities and differences, reflecting on their own identities with pride and finding joy in celebrating the rich diversity of our global community. They exercise wisdom to recognize how assumptions and stereotypes can lead to conflict, developing a deep understanding of racism, discrimination, and different forms of bullying—including rumours, name-calling, and cyberbullying. Across the six Pieces, children draw on courage to stand up against unfairness, practice safe problem-solving, and offer compassionate support to others who experience bullying. They use wisdom to appreciate that wealth and happiness are not the same, comparing lives across the world to build genuine empathy and respect for different communities. By managing their feelings and celebrating unique perspectives, children discover the joy of harmony, using courage to speak out for justice and wisdom to foster an inclusive school and global community.

If you have any concerns, then please do not hesitate to get in touch with the Year 5 team.

Yours sincerely,

Mr Brookes, Mis Whitton and Miss Richardson