



Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs Academy

Year 5

Autumn Term 2022

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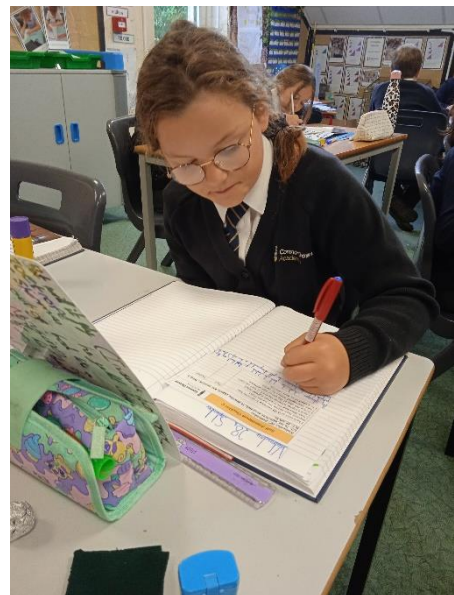


English



In Year 5, we understand that we learn from our mistakes. In fact, FAIL for our children simply means our First Attempt In Learning. This was highlighted through our work on the animation "Wing it" and the perseverance of Sherman the inventor. The children were taught several new Alan Peat sentence types to make their writing more interesting and engaging. They developed their grammar skills and learned the conventions of *speech first punctuation* which they could then demonstrate in their own versions of the story. Finally, the children learned the importance of reflection and provided warm and cold feedback to their friends using our peer critique framework.

Our expedition to the summit of Rough Tor was to launch our biography about Sir Ernest Shackleton. The experience of walking and facing a great challenge as a team was to deepen their understanding of Shackleton's achievements and provide some insight into surviving an extreme environment. Through reading comprehension, individual research and shared reading the children built up a picture of "The Boss" and were able to sequence the key events in his life. Through the analysis of other biographies we were able to magpie good ideas and create an engaging text summarizing Shackleton's life.



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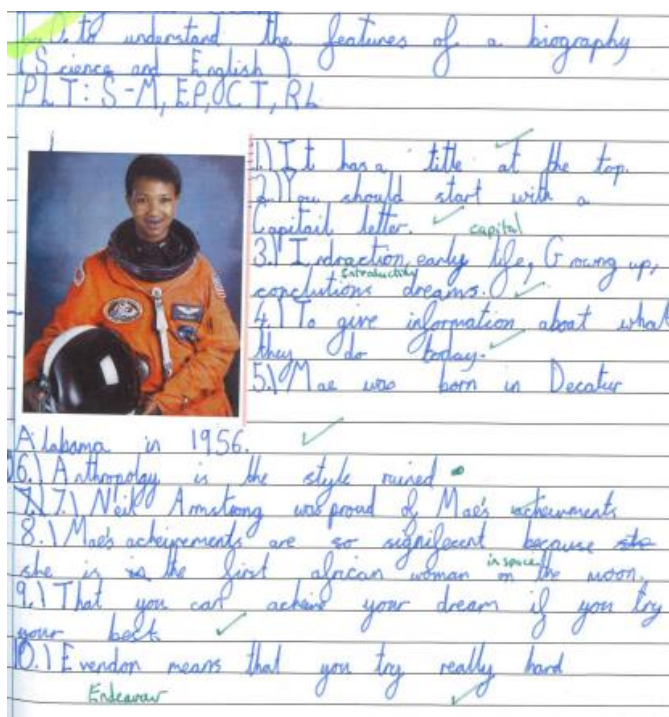
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In a celebration for National Poetry Day, the children wrote their own verse of a poem called the word bird. Next, they research an interesting word that they would like the word bird to share. Finally, the children made their own word birds to celebrate language in a whole school display.

The class story, The Bad Beginning by Lemony Snicket, has been a focus for our class discussion on how to write like an author. This leads into the spring topic "How to write like an author."



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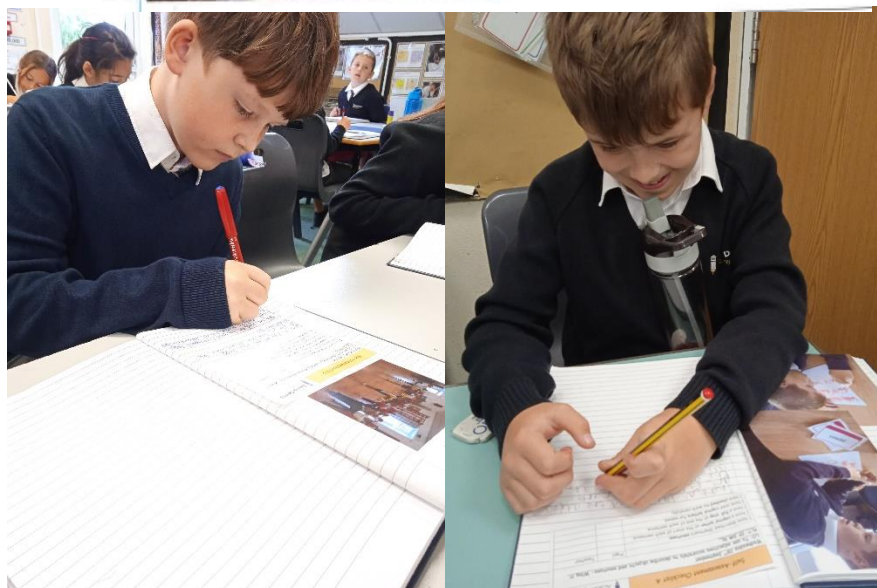
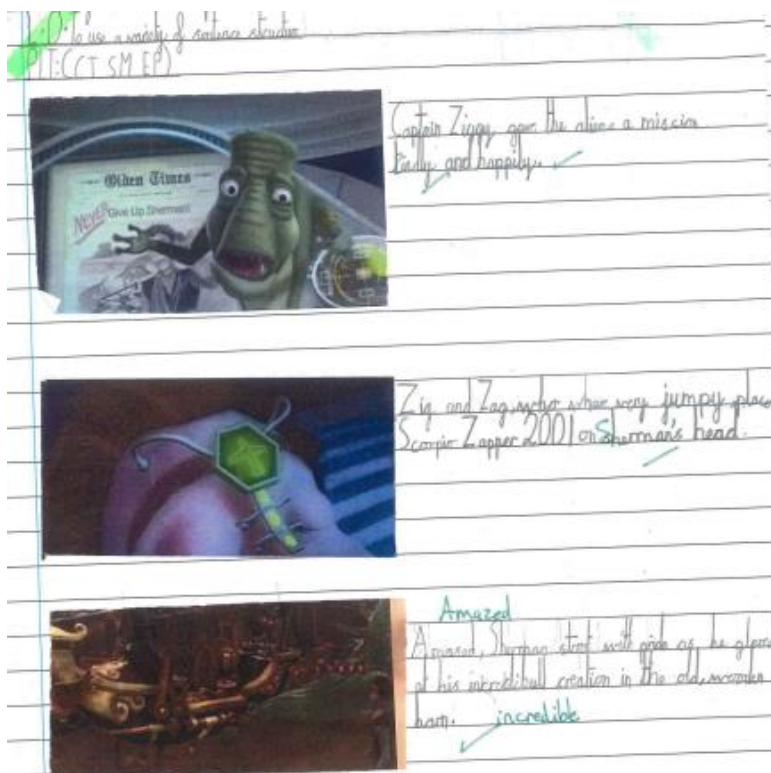
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Self-Assessment Checklist C		Connor Downs Academy
Wednesday 28 th September		
LO: To use adjectives accurately to describe objects and emotions- Wing it.		
PLT: EP SM RL		
	Pupil	Teacher
I have used an O (I) sentence to describe how Sherman feels before the maiden flight.	/	/
I have described the invention in great detail.	/	/
I have a capital letter at the start of each sentence.	/	/
I have a full stop at the end of each sentence.	/	/
I have used capital letters for names.	/	/
I have checked my work carefully.	/	/

While Sherman was sleeping, Zig and Zag came in the room and put a scorpion Zapper 2001. And put it on plane made with some really pretty gloves. ^{pretty}

But then Sherman turned and trapped Zig in his arms. Zag didn't really care but he didn't expect to get fired so he grabbed him by the ear and finally got him out but they both stood on the wall like a ship then they fell on the floor and passed out. ^{grabbed}

Sherman was full of worry and said, "I know what I am going to do," Sherman ran to his desk like a chatbot and scribbled and scribbled until he had the perfect design.

He worked and printed until he finally finished his work and then he got in his capsule designed and put his safety goggles on and hopped through the door. Zig and Zag ran after him they saw him go off the cliff and fell but he was safe and he flew into the distance. ^{new} He felt great (nada he was scared). ^{new} Did side he fell for but (I inside he felt scared).



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The children enjoyed their visit to the Minack theatre where they got to perform on the world famous stage and have a VIP back stage tour.



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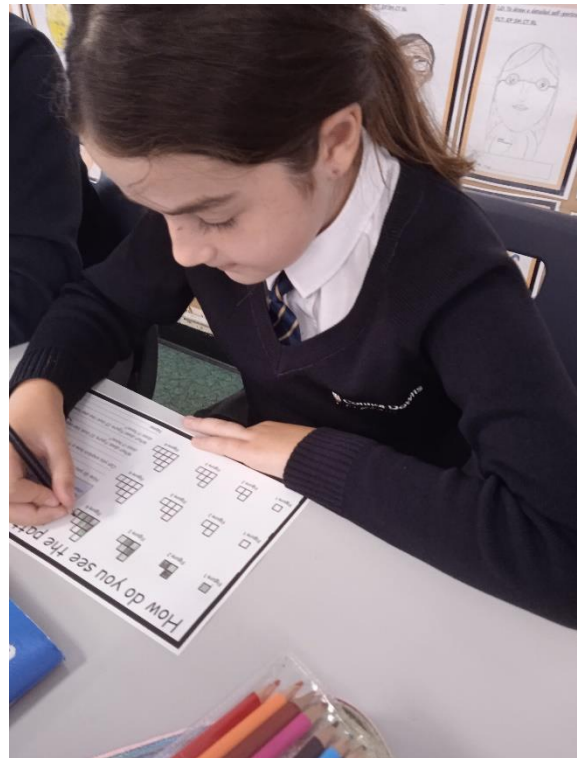
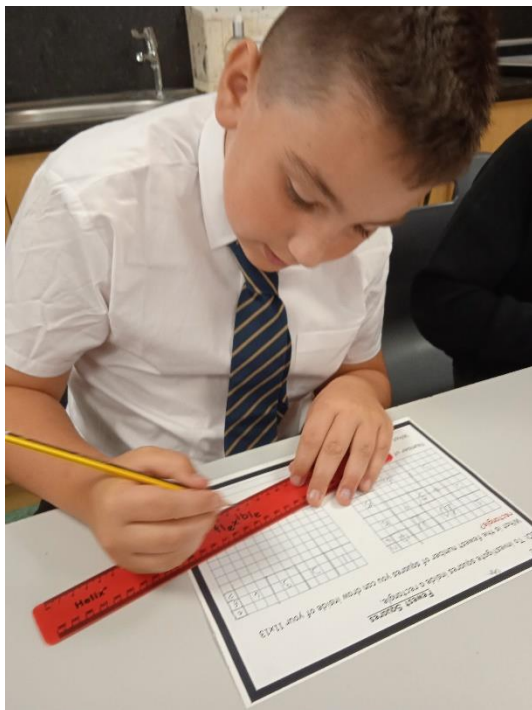
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Maths

Year 5 started the year with a number of low challenge high ceiling tasks. Through our class discussions and linked work on the work of Professor Jo Boaler into the way we learn we reinforced the ideas that mistakes are the way we learn and that there is no such thing as a “maths person”.

Daily practice of the tables is a key element to each maths lesson as we know that fluency is an essential part of mastering maths. We use a spiral review to keep our fluency skills sharp as we need our working memory to struggle with our reasoning and problem-solving questions.



Through the newest version of White Rose Maths, the children have developed their knowledge of place value and have a greater understanding of the underlying structure of numbers which will allow them to reason more effectively.

Next, the children refined their algorithms for addition and subtraction before relating their skills to real-life problems. Throughout each topic there has been a focus on learning key maths vocabulary and using it precisely in our work.

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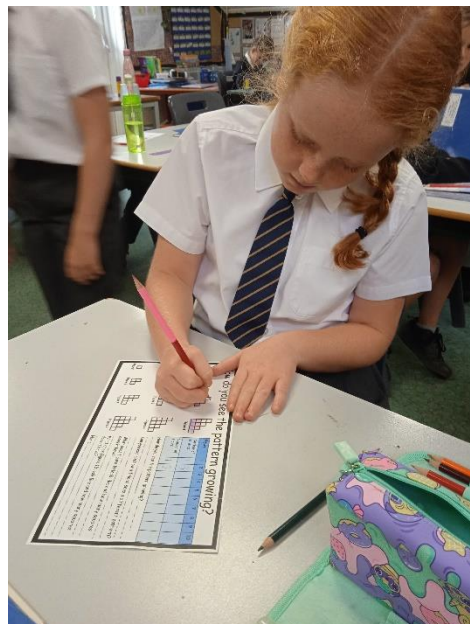
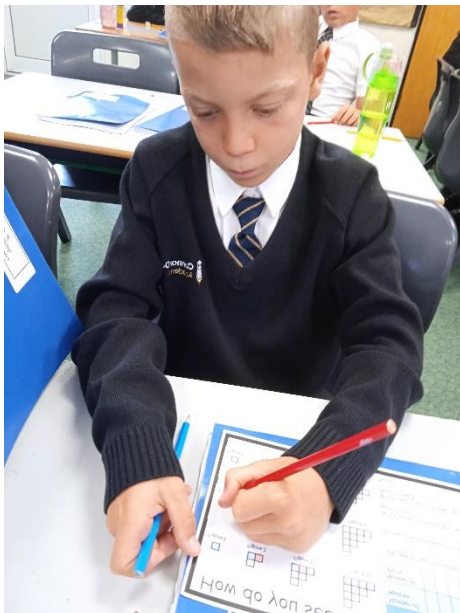
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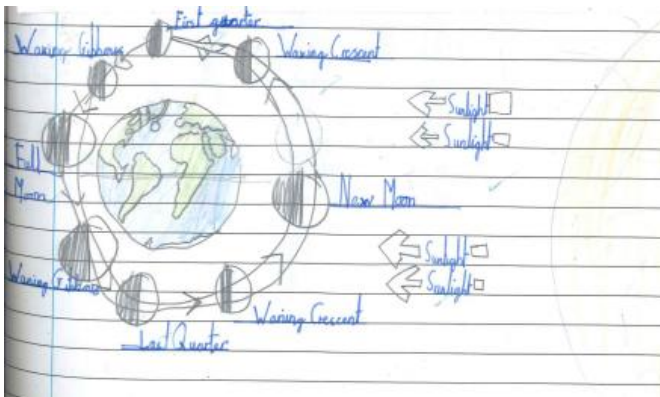
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Science

The first topic this term was "To the Stars". The children have been immersed in space with their story writing focusing on alien inventions and their art topic following the work of Vincent van Gogh and his interpretation of "A starry night". The children have learned about the relative sizes of the planets in our solar system and the orbits



that they follow. Through ICT the children have learned about the rotation of the earth and the phases of the moon. Some children, as part of their homework grid tasks, have even been star gazing with their parents. Next, the children learned about Sir Isaac Newton through reading comprehension before putting some of his theories into practice in a friction experiment. A highlight of the term has been the

trip to Nexus to study gears, levers and pulleys. The children were able to make predictions using their scientific knowledge and test their predictions in the lab.



As part of outdoor learning, the children learned about our new hedgehog and designed a hedgehog highway.

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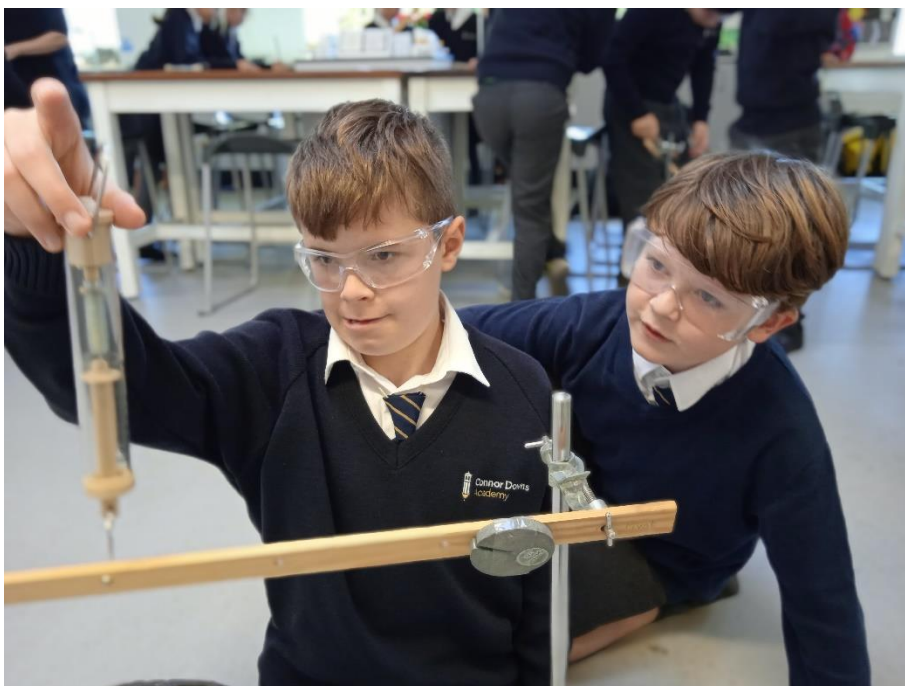




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PE

As part of our outdoor and adventurous activities (OAA), the children climbed to the second highest peak in Cornwall and used their map skills to navigate. This topic supported their learning in English and geography and encouraged the children's resilience and teamwork.



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Our visit from Pirate Cheer and Dance allowed our children to refine their skills and learn some fundamental movements used by cheerleaders. After that, the children worked as a team to produce a balance and safe return to ground level.

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The children have challenged themselves to be active and track their steps using our Moki Fitness trackers. In a link with science, we have noted the effects of warming up on our bodies and how it improves performance. We have learned about invasion games and the importance of teamwork and communication to keep the ball.



Swimming has been amazing as the children's confidence in the water grew exponentially and many surprised themselves with how much they had improved and the fun that they had. In addition to the curriculum PE lessons, several children have loved learning to safely ride their bikes on the road with the *Bikeability* programme.

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Lenny wrote this report about our PE day at CSIA:

Today at Camborne secondary school we learnt orienteering and how to climb better. Many people conquered their fears and got to the top of the climbing wall . I got to the top of every climbing wall. The hardest one for me was the second one because there weren't many grips to hold on to.

We also did a PE challenge. We threw bean bags into hula hoops, we raced, slid bean bags onto a line and we had a hula hoop race.

The last challenge was orienteering. We had to find all of the letters to finish on the huge secondary school site - my group finished first . At the end we had to unscramble the word, it was, well that would be telling. I learned that I was good at orienteering, and it was very fun.

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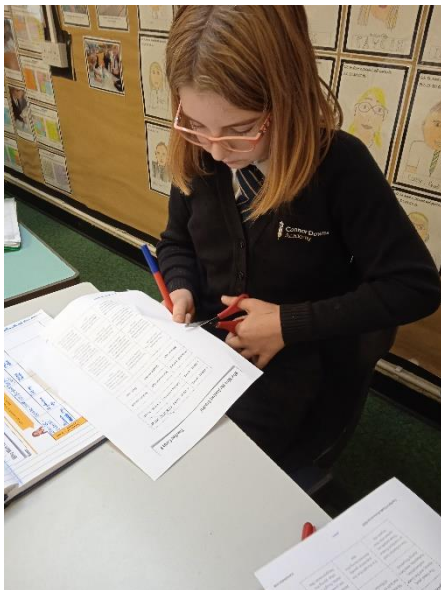
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History



The children have learned about the early pioneers of space from Neil Armstrong to Mae C. Jemison.

Whilst preparing to write like a journalist the children used first-hand accounts and their own internet research about the Titanic. In a link to maths, the children calculated the number of survivors from first class to third class to discover if the maritime law of "women and children first" was upheld. On their visit to the Minack theatre, the children demonstrated their knowledge and understanding of the accident by sequencing and performing a play.

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The children have investigated ancient Greece by investigating key questions e.g. *What was the role of women in ancient Greece?* The children have learned about the Greek Gods and many have enhanced their knowledge by reading some of our Greek books in our class library. In a link to English, the children have researched about the legacy of the ancient Greeks and compiled a non-chronological report. Furthermore, the children have enjoyed reading Greek myths and have made "ancient Greek" pottery.



Geography



In Geography the children have learned about the United Kingdom. They have used an atlas to locate and label the countries and counties in the UK and learned some key features of a chosen town or city. Through games and quizzes the children have tested their newly acquired knowledge and reflected on what they need to learn next before researching the answers. In a link with maths, the children have researched and then plotted the heights of the highest peaks in the UK and proven their understanding of the data by answering questions about their graphs. Finally the children have researched the longest rivers in the UK and found out many interesting facts about them.

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Art and Design

The children have enjoyed learning about the life of Vincent van Gogh as they read about the artist in order to provide a context for his work "Starry Night". The children have developed an understanding of the creative process by understanding that van Gogh used sketch books to collate his ideas before compiling his final piece. This linked with our weekly "Doodle Friday" activities and our theme of resilience. The children compared a variety of his paintings to understand how he created "turbulence" in his work through a thick application of paint. The children first replicated the scene using watercolour pencils before re-drafting their work in oil pastels.

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In a link to history, the children designed and made their own Greek pottery using clay and a variety of tools and paint to replicate the jobs (fishmonger, olive farmer or cobbler) or mythological scenes captured by the artists of ancient Greece.



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Music

In the first half of the autumn term, year 5 used the song 'Livin' on a Prayer' by Bon Jovi to think about how aspects of music are applied in composition and performance. They discussed the nine interrelated dimensions of music and how much each aspect affected the song. They compared and contrasted other songs of the same musical genre, listening and appraising the songs. They used the glockenspiel to perform sections of 'Livin' on a Prayer, looking at notation and learning about the symbols that inform musicians. In the second half of term, year 5



used various instruments to perform together, thinking about how they relate to others and build texture. They used a simple bossa nova tune to perform, again using the glockenspiels and considered improvisation. They used this boss nova tune to look at building texture, study the result of different tempos and how dynamics plays a part in the feel of a piece of music.

On our visits to Hayle Academy, the children have been taught samba (by a specialist music teacher) which they thoroughly enjoyed. In addition, the children have been learned to sing Christmas carols in preparation for the Christmas concert.



MFL – French

This year, the children have revised their French vocabulary using the exciting and engaging *Rigolo* French programme. With a focus on knowing key phrases, the children have developed their conversational skills and are beginning to record their conversations in writing.

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Design Technology

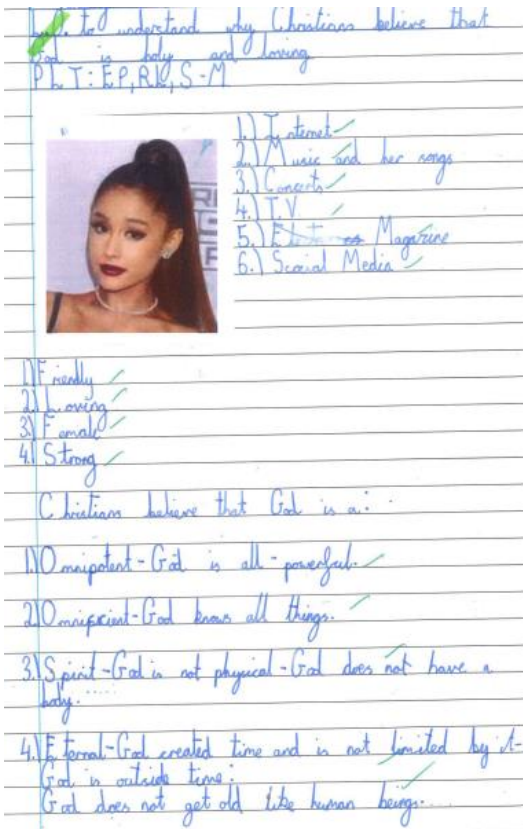
In design technology, the children have applied their knowledge of forces from our science topic in a practical context. They have studied a range of different bridge designs to understand how they work. The children have been challenged with making the strongest bridge using only paper, card and tape. To complete the task they investigated how shape affects the strength of a span and carried out fair test on their working models.

ICT

In year 5, the use of ICT is woven throughout our topics. Safety on the internet is vital and is revised every year and was revisited on our Junior Life Skills visit at Penzance Fire Station. The children have been taught how to research key questions on the internet and show good judgement when reading web content. When editing and redrafting their newspaper reports in Google Classroom, the children understood how to insert and resize images and spell check their work. In a link to maths, the children have faced numerous Sum Dog challenges linked to their learning and they have used TT Rockstars to sharpen their tables knowledge and understanding. Furthermore, the children have learned to understand systems and searching. They have considered how larger computer systems work and seen how devices and processes are connected. The children have gained an understanding of why search engines are necessary to help them find things on the World Wide Web. They have investigated how their search results are ranked and considered why some searches return more results than others.



Religious Education



As part of our topic on Christianity we studied: "What does it mean if God is Loving and Holy?" We discussed the key features of a God and the children were asked to design their own God and reflect on what features they would value. As a class we, discussed how we know people and this led on to discussion about how Christians get to know God. Through studying the Gospels, we learned what God hates and why forgiveness is important to Christians. As a class, we examined how the structure of Christian buildings reflect their religion and how music celebrates the Christian faith.

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PSHE



PSHE (Personal, Social and Health Education) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) program, but is present in all that we do in school. This term the focus has been on *Me and my Relationships* and *Valuing Differences*. The marshmallow tower competition challenged the children to work together with a set of criteria. There was a strong focus on communication and decision-making skills as the towers rose high above the table. In our SCARF lessons, we have role played and discussed a variety of scenarios and the consequences of our actions. We understand that talking and listening are two key skills for a good friendship and know that a compromise is sometimes needed for an agreeable resolution to a problem.

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We launched the term with a marshmallow tower building challenge which emphasised the need for teamwork, communication and resilience.

Year 5 travelled to Penzance Fire Station to take part in a Junior Life Skills workshop linked to our PSHE curriculum.

The children learned about:

- Internet Safety
- Basic CPR
- Electrical Safety and Fire Alarms
- Dangers around water
- Road safety
- GWR – safe behaviour in and around stations.



The children have been tasked to test their fire alarms at home by the fire service this week and every month thereafter.

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Connor Downs Academy, Mutton Hill, Hayle, Cornwall TR27 5DH

A Company Limited by Guarantee. An Exempt Charity

Registered in England & Wales - Company No. 07387540

Registered Office: Aspire Academy Trust, Unit 20, St Austell Business Park, St Austell, Cornwall PL25 4FD



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Head of School: Mrs J Eddy



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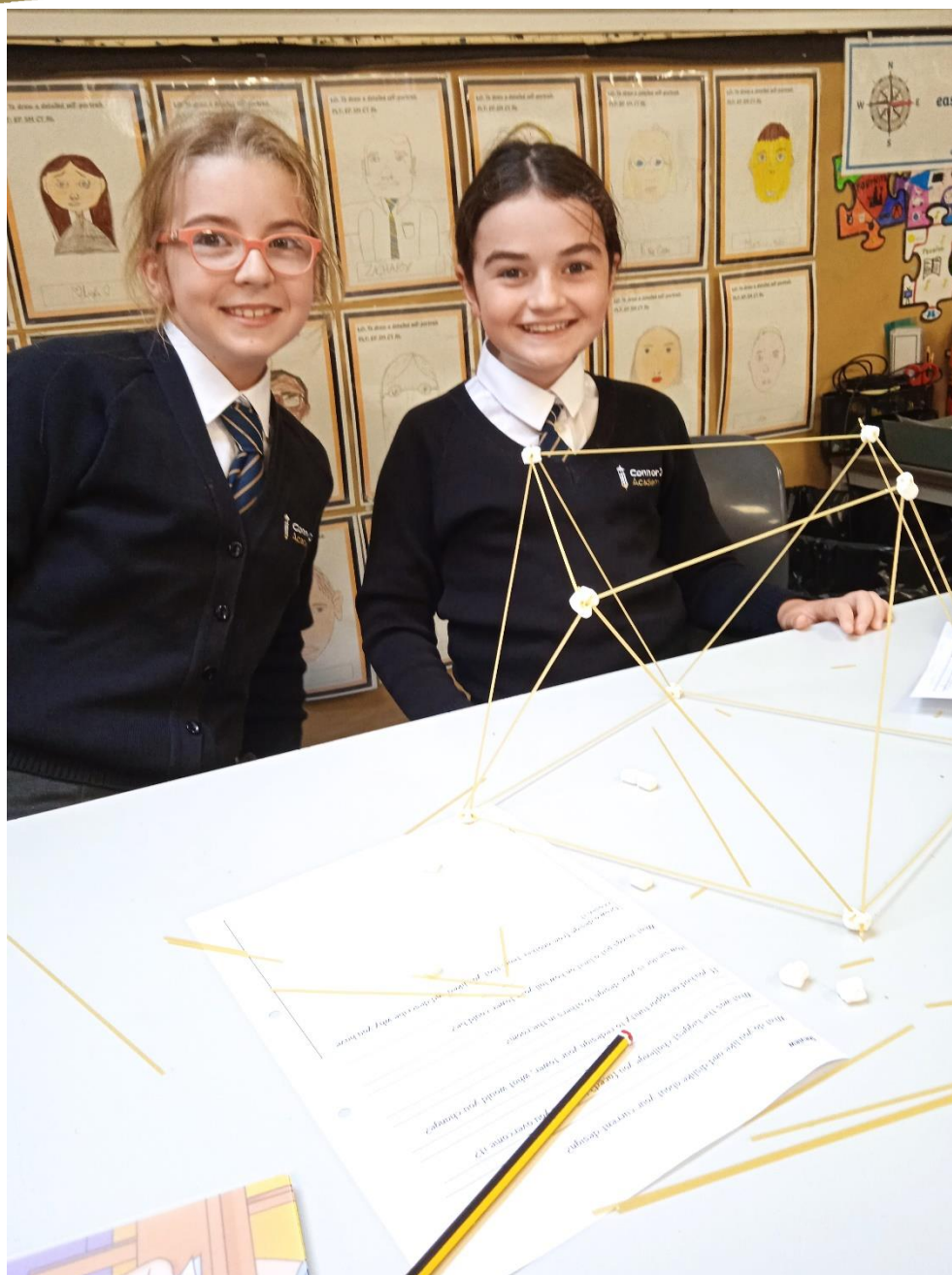




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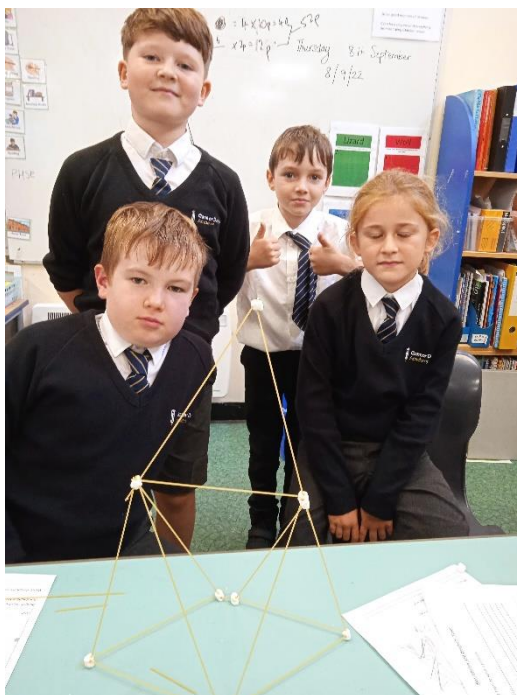
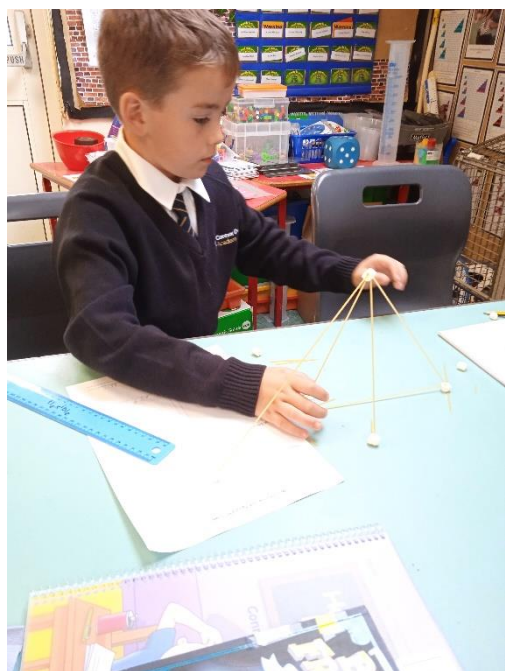
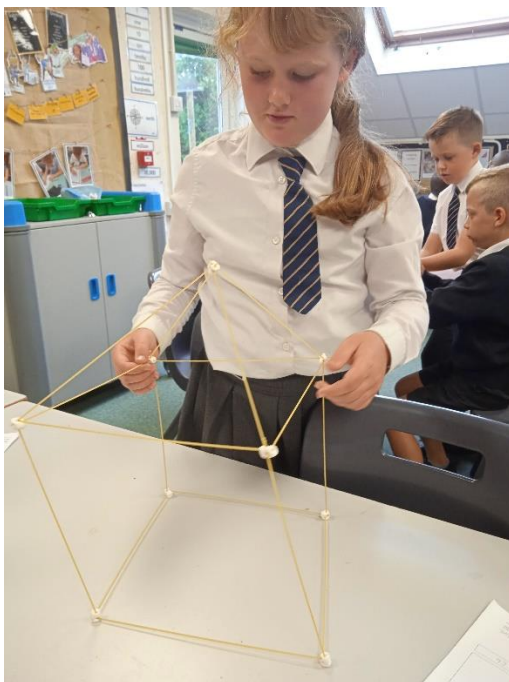
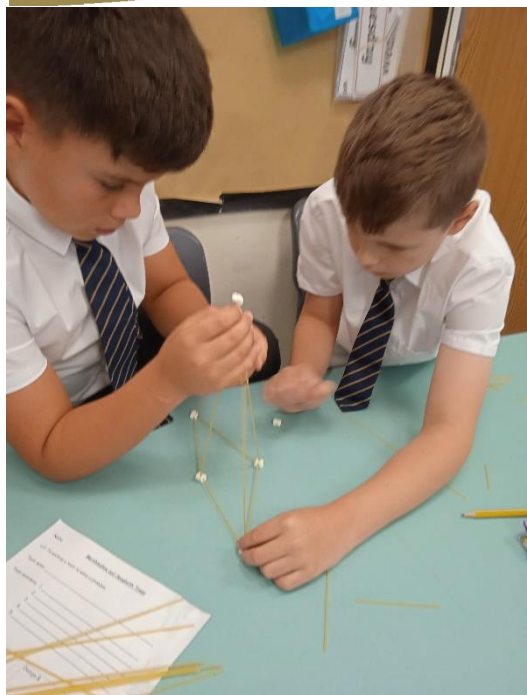




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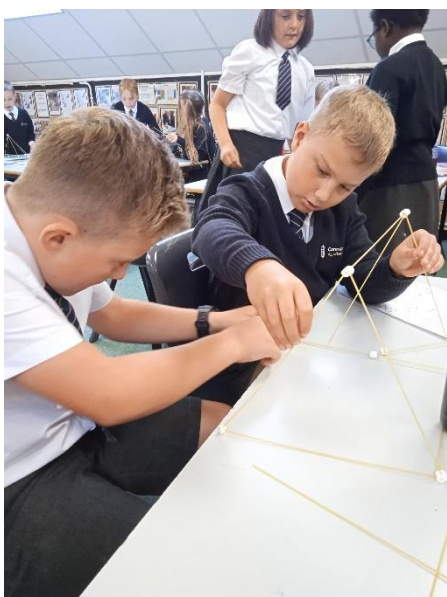
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