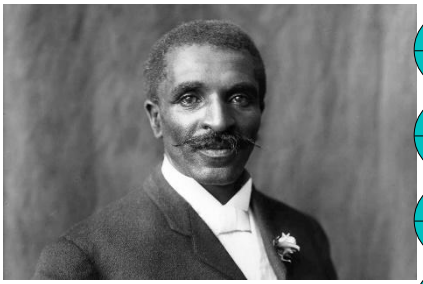
Birch Class – Autumn Term

Adventures with Agriculture

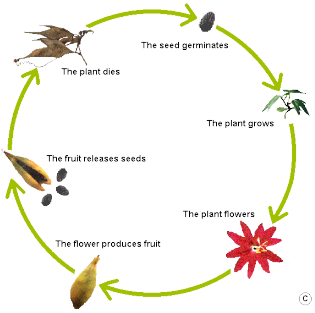
Welcome to Birch Class! It is lovely to welcome faces both new and old (not *old*… familiar!) I hope that you all had a fantastic summer holiday and are excited about what Year 5 has in store. We have such an exciting, informative term ahead. At the start of our Year 5 journey, we will establish fundamental routines that will make for a united, respectful atmosphere in our classroom. The children will discuss our **classroom expectations: Ready, Respectful and Safe,** and this will help them work to the best of their ability, show compassion towards each other and give them the tools necessary to become wonderfully creative and engaged learners. Our topic for this term is Adventures in Agriculture, which ties in brilliantly with what our local area has to offer and it is great geography topic for children to sink their teeth into.

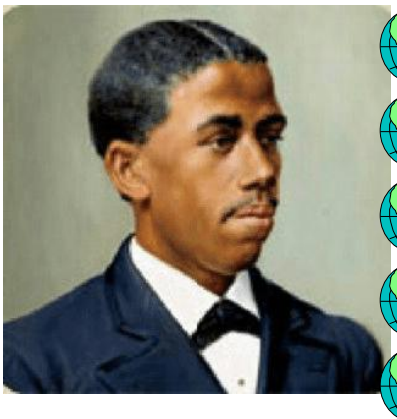
This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

We will develop our understanding from researching farming in various forms of media- books, websites, videos and taking a walk around the farmland on our doorstep. This will enable us to deploy a range of descriptive, yet informative, phrases in our writing and produce a range of texts. To start the term, the Birch team will be working on varying sentence structure and using this to create persuasive texts as well as pieces of fiction. To accomplish this, we will build on our understanding of grammatical devices from Year 4, such as cohesive devices (conjunctions to link ideas), explore relative clauses and unpick persuasive features to really engage our reader.

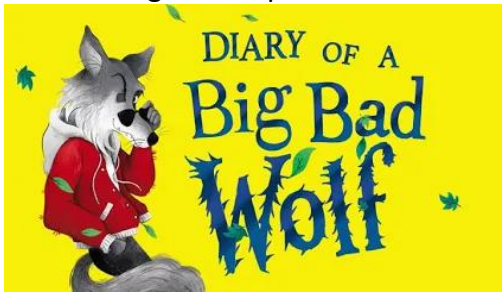


We will gather an understanding of farming across the world through our geography lessons. The children will obtain an understanding of topography and its links to agriculture as well exploring physical areas of geography through: climate zones, biomes, vegetation belts and much more!

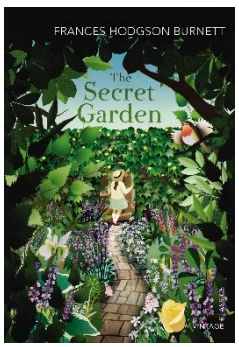


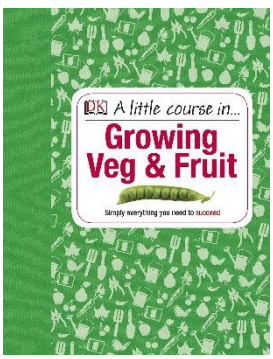


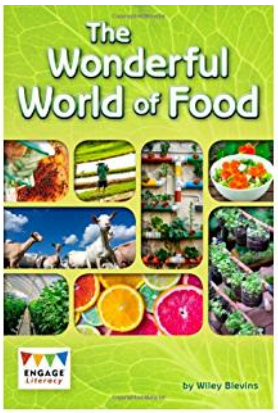
During computing this term, we will be developing our coding skills on Scratch and presenting a presentation on the various types of farming, after we have explored the importance of 'safe surfing' and unpicked how to safely explore the internet.

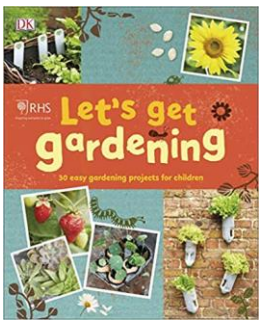


In Year 5, reading is just as vital as last year and we will be embedding a passion for literature through daily reading and taking part in a class read of ***The Diary of a Big Bad Wolf*** . Reading is a vital skill for all subjects, as it allows us to question and comprehend given texts and concepts and it strengthen our unique, creative flair. It would be tremendously helpful if you could share in your child's love of reading and spend a few minutes reading with them and asking them questions about the text. Every child has an accessible book that they have selected and they will bring this home daily. Some children will have access to higher level books during our afternoon reading session, if they have proven confident enough to do so. You can access free e-books on: www.oxfordowl.co.uk or visit your local library.









Spellings are set weekly on Monday and tested on the following Monday; these words are taken from those found in the National Curriculum. The intended result from these spellings is that children further their own writing by incorporating these words. You will be sent the spelling test results via seesaw. This term's spellings can be seen in the table below. The spelling patterns will be reviewed and taught in class as the children work on improving their vocabulary.

Week	Stars	Moons	Galaxies
1	accommodate, accompany	accommodate, accompany, according, achieve, aggressive, amateur	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached
2	available, average	available, average, awkward, bargain, bruise, category	available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community
3	competition, conscience	competition, conscience, conscious, controversy, convenience, correspond	competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate
4	determined, develop	determined, develop, dictionary, disastrous, embarrass, environment	determined, develop, dictionary, disastrous, embarrass, environment, equip, especially, exaggerate, excellent
5	existence, explanation	existence, explanation, familiar, foreign, forty, frequently	existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance

6	identity, immediate	identity, immediate, individual, interfere, interrupt, language	identity, immediate, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous
7	muscle, necessary	muscle, necessary, neighbour, nuisance, occupy, occur	muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical
8	prejudice, privilege	prejudice, privilege, profession, programme, pronunciation, queue	prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant
9	rhyme, rhythm	rhyme, rhythm, sacrifice, secretary, shoulder, signature	rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient
10	suggest, symbol	suggest, symbol, system, temperature, thorough, twelfth	suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht
11	accommodate, accompany	accommodate, accompany, according, achieve, aggressive, amateur	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached

12	available, average	available, average, awkward, bargain, bruise, category	available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community
13	competition, conscience	competition, conscience, conscious, controversy, convenience, correspond	competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate

To kick off our maths learning, the children will focus on understanding place value and values of numbers up to 1,000,000, which builds on from their Year 4 journey rounding numbers to 10,000. They will represent these numbers in bar models, part/whole diagrams and using practical resources on place value grids. The children will then progress onto consolidating and building upon their understanding of the four operations (addition, subtraction, multiplication and division) and fractions.

Our PE lessons are scheduled for Thursdays and Fridays. **Please ensure that your child comes into school in their PE kit on those days.** Any earrings and jewellery must be taken out or covered for these lessons (please do so at home) and hair is to be tied up with a plain band. Over the term, the children will have the opportunity to express themselves through balances and shapes by forming a range of sequences in gymnastics as well honing in on their equipment control in invasion games.

In the first half term, Religious Education lessons will look at the big question: **'Was Jesus the Messiah?'** with links to incarnation and the second half term will be exploring the gospel through the big question: **What would Jesus do?** As we approach the festive period, children will also look into the Christmas story, which will be further explored as we prepare for our Christmas Service.

RSHE (Relationships, Sex and Health Education) lessons are taught weekly and which explore various areas to challenge the children's understanding of the world around them. Here is a snapshot into what we are doing in Birch. We will start by exploring the puzzle piece **'Being Me in My World'**.

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	
	Relationships	Health & Wellbeing				
1. My Year Ahead		GW: 2, 3	-Added self-respect concept linked to personal vision and school goals -Enhanced goal-setting activity with "Respecting Myself" brick for personal reflection	This lesson suggests a visit from the Head teacher to share the school's vision and mission statement with children. Students explore personal goal-setting by for both academic and personal aspects of their lives. The lesson introduces self-respect as part of personal vision, encouraging children to value themselves and set meaningful targets for growth in various aspects of school life.	Education Appreciation Opportunities Goals	Motivation Vision Leadership Hopes Challenge Self-respect
2. Being a Citizen of My Country	FPWCFM: 3 RKR: 1, 5, 7, 10	GW: 3, 4	**No changes for 2026**	Children explore their rights and responsibilities as citizens through examining the United Nations Convention on the Rights of the Child. The lesson explores what rights all children should have, introducing concepts of refugees, asylum seekers, and migrants. Students learn about different challenges people face and have the opportunity to develop empathy for those whose lives differ from their own.	Rights Responsibilities Citizen Denied	Empathise Refugee Persecution Conflict Asylum Migrant

Science lessons will continue to consolidate and develop the children's use of questioning, investigating observing and recording from last year. The focus this term is 'Living things and their habitats', which has great links to our main topic and builds on their previous knowledge of parts of a flower and delves into the lifecycles of varying plants and animals, as well as the food chains you would find in allotments.

Attached are the exciting home learning topic activities for Birch Class this term that will further their understanding of what we cover in the classroom. The children should challenge themselves and complete at least two out of the eight tasks below to either bring into the classroom or upload to seesaw.

We want your children to have the most positive experience of school possible and to feel happy, safe and excited about coming to school to learn. We will use seesaw to update you at home and to keep you involved in the children's learning journey. Please remember to send your child in with a coat, water bottle and lunchbox (if needed). We also ask that no toys are brought onto the premises.

If you have any questions / concerns, you can reach me via email;
kwalton@chidham.w-sussex.sch.uk
I will respond to emails within an appropriate timeframe.

Many thanks for all your support and I look forward to working alongside you this year,
Mr Walton

Useful Websites:

Britannica Kids – Agriculture
The School Run – Food and farmland for KS1 and KS2 children Cambridge Learner's Dictionary – Definitions and meanings
BBC Good Food – Seasonal calendar
DKfindout! – All About Plants for Kids – Plant Facts
DKfindout! – Food Chains For Kids – Facts About Food
BBC Two – This Farming Life
New Scientist Jobs – A day in the life of a farmer
BBC News – Digging for Victory: Stories from wartime gardens
The British Library – Dig for Victory

AutumnTerm: Adventures in Agriculture

Please choose 2 of the following Topic Activities to complete:

Learn about agriculture and farming in the UK and worldwide using a range of sources. Create a mind map to organise and record your findings under headings of your choice, then use your mind map to write a non-chronological report. Include a title, an opening paragraph, subheadings, detailed and interesting facts, precise topic vocabulary and images with captions.	Research the following terms and write a definition for each to create a project glossary: allotment, arable farming, commercial farming, floriculture, market garden, mixed farming, organic farming and pastoral farming. Add other topic-related words to your glossary as you complete the other home learning activities.
Cook up a Farmer's Feast! Could you research seasonal fruit and vegetables to create a befitting feast for a farmer? 	Agricultural Art- using our rich choice of farming landscape, could you sketch a scenic field? What details would be important to pick up and how would you achieve this?
Use the BBC Food and Good Food websites to find out which foods are in season in the UK throughout the year. Create a table,	A still life is a painting or drawing of an arrangement of objects, such as flowers, fruits and vegetables. Explore examples of

listing seasonal foods by month. Afterwards, use the BBC Good Food website to find a recipe for a seasonal meal. Write a shopping list, then prepare the meal with an adult.	still life artwork online. Collect and arrange a selection of seasonal produce, then create a still life drawing or painting of your arrangement. Think about including tints and shades of colour in your piece. Remember to give your completed artwork a title.
Gardens and allotments are habitats for many living things. These living things rely on each other as a food source. Recap on food chains and webs using various sources, then draw a food chain or web for a garden or allotment habitat.	Learn about a flowering plant's life cycle and how they reproduce, including which plant parts are involved in reproduction, using information books and the internet. Record your findings as a scientific report using labelled diagrams and specific examples. Share your report with a family member.