

Tuesday 19th September

Three Weeks In Meeting



Our School Vision

*St Joseph's Junior school is
at the heart of the
community.*

*Through our journey with
God we inspire life-long
learners where every child
is valued and loved.*



Welcome to Year 5



Miss Bewley
St Martin
Class Teacher
Mon- Wed

Mrs Pennicott
St Martin
Class Teacher
Thurs-Fri

Mrs Marshall
St Cecilia
Class Teacher
Mon-Fri

Mr Woods
St Martin
Teaching
Assistant
Mon-Fri

Miss Webb
St Cecilia
Teaching
Assistant
Mon-Fri

Ms Busk
PPA Cover



Ready, Respectful and Safe at St Joseph's CE Junior School

Be Ready to learn:



Be Respectful:



Show wonderful walking in the corridors

Look after
all school
property



Stop and
listen when
an adult
raises
their hand



Show pride
in my
learning
and
presentation



Be Safe:



Be polite to all others



Follow school
rules for
health
and safety



Play safely
at break
and lunch
times



Curriculum

NATIONAL CURRICULUM:

Pupils should be taught about; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

PRIOR KNOWLEDGE:

- Children will have learnt about what life was like before the Romans in Britain in Y4.
- Children will have learnt about the Anglo-Saxons and Scots from Year 4.
- Children will now know how we find out about prehistory and know how to use sources to inform their historical interpretations in year 3.

KEY VOCABULARY:

Danegeld
exile
invade
kingdom
long ship
outlaw
Pagans
Pillages
Raid
wergild

History: Anglo-Saxons and Vikings Year 5 Autumn 1



Enquiry Questions:

1. Who were the Vikings and where did they come from?
2. How and why did the Vikings invade Britain?
3. How did Anglo-Saxon Kings deal with the invading Vikings?
4. How did Vikings live and work in Britain?
5. What happened during Viking invasions and what were Viking warriors like?
6. What do Viking artefacts and sources tell us about Viking life compared to now?
7. Who did Vikings worship and what did they represent?

CONTEXT:

This unit will be about the raids and invasions by Vikings in Anglo-Saxon Britain. They will learn who the Vikings were as well as when and where they raided and settled, learning about significant events. They will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history, also about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents.

STICKY KNOWLEDGE:

- BCE = Before Common Era; CE = Common Era
- Vikings came from Scandinavia: Sweden, Norway, Denmark – travelled in long-ships. First arrived in AD 787.
- Some wanted to raid and pillage to trade.
- Some wanted to claim land and take over; fully settled by AD 878.
- Anglo-Saxon Kings each ruled their own kingdom; 7 kingdoms; tried to resist the Vikings. Alfred the Great was first Anglo-Saxon king to defeat the Vikings in battle.
- Law and punishments were different and brutal, often carrying out in public to discourage others.
- AD 1042 – Edward the Confessor became King – “confessor” because he led a very religious life.
- AD 1066 – Harold II tried to stop Harold of Norway from invading and killed him in the Battle of Stamford Bridge.
- William, Duke of Normandy, thought he should be King and fought Harold at Battle of Hastings

SKILLS:

- To order significant events in chronological order
- To identify evidence and interpret how they would have been used and why they are significant
- To identify change and continuity across the time periods
- to identify similarities and differences

- **PRIOR KNOWLEDGE:** In Year 3 children learned to recognise that they need light in order to see things and that dark is the absence of light and notice that light is reflected from surfaces. Also, to recognise that shadows are formed when the light from a light source is blocked by a solid object.
- They could find patterns in the way that the sizes of shadows change.

SCIENCE: Earth and Space (Y5) Autumn 1

NATIONAL CURRICULUM: Pupils should be taught to: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky

KEY VOCABULARY:

Day and night - Earth, axis, rotate

Solar system – Star = Sun, Planets = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto was classified as Dwarf planet in 2006)

Phases of the Moon - [full moon](#), [gibbous moon](#), [half moon](#), [crescent moon](#), [new moon](#), [waxing](#), [waning](#)

Moon's orbit: [29.5 days](#), [lunar month](#)
Orbit, planets, revolve, sphere

Enquiry Questions:

1. **What is in our solar system? How large are they? How far apart are they?**
2. **What is it like on the other planets in the solar system?**
3. **How can we prove the shape of the Earth, Sun and Moon?**
4. **How does the shape of the Moon appear to change over time?**
5. **How do we have day and night on planet Earth?**
6. **How can we use the Sun to tell the time?**

CONTEXT:

Children study light in Year 3 which is 2 years below year 5. In year 4 they study sound so not really related to Earth and Space. Children need to be taught knowledge of the planets of our Solar System, that they revolve around the Sun which is a Star and to study Earth's moon and how the Earth's rotation makes it appear to change shape.

STICKY KNOWLEDGE:

To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

To name the planets (of which Earth is one) in our Solar System and the conditions on their surfaces, orbits and moons.

To understand that the Earth and its moon are approximately spherical.

To understand why Earth's moon appears to change shape linked to the orbit of the Earth.

To understand how day and night occur linked to the Earth spinning on its axis.

SKILLS:

To be able to plan a scientific enquiry to answer a question.



Activity

✓ Date

1)	Observe the stars in the sky.		
2)	Visit the Planetarium.		
3)	Create a solar system.		
4)	Make my own chocolate.		
5)	Take part in a debate.		
6)	Taste food from the Caribbean.		
7)	Twinning association Ravenna.		
8)	Visit the Mary Rose Tudor ship.		
9)	Visit Chichester Cathedral.		
10)	Act in a Shakespearean play.		
11)	Publish a story.		
12)	Tudor banquet.		
13)	Go swimming.		
14)	Sleepover at school.		
15)			

Trips

- South Downs Planetarium
- Mary Rose
- Zoolab

Homework

- Homework is given on Tuesdays and expected to be returned for the next Tuesday.
- Times Tables.
- Spellings.
- Reading – 20 minutes every night. This makes a huge difference to outcomes.
- Termly topic homework.

Uniform



Uniform List

- Grey pinafore dress, skirt or smart, grey tailored trousers or shorts, no leggings
- White blouse or shirt
- Grey sweater or cardigan with school crest
- Grey/gold tie
- White or grey socks, or grey tights
- Black shoes, not boots or trainers of any type
- Yellow and white check or striped dress for summer wear
- Book bag with school crest

PE Kit

- House colour T-shirt with school crest
- Black shorts
- White socks
- Black plimsolls
- Black trainers for outdoor PE (optional)
- Plain black hoodie with or without school crest and black tracksuit bottoms can be worn to school on PE days

Clubs

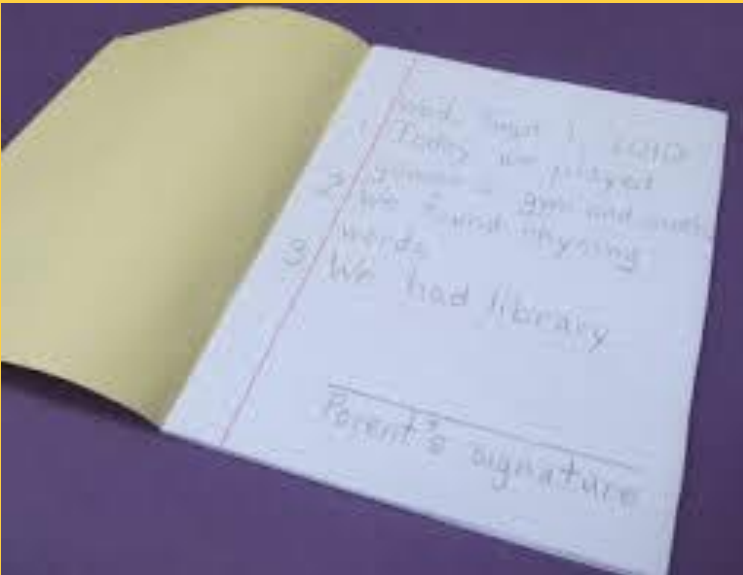


Clubs List – St Joseph's CE Junior School

Autumn Term 2023

All spaces are allocated on a first come first served basis. Please collect your child promptly from the Orchard Gardens gate at 4.15pm for FREE clubs and refer to the provider for the collection time of paid clubs.

	Before school – 8am to 8.40am	Lunchtime	After School
Monday			Young Voices Film Club
Tuesday		Y3/4 Book Club	Forest School Club Chess Club
Wednesday			Football BHAFC Create Club French Club
Thursday	JAM Club		Dance and Beyond Lego Club
Friday		Y5/6 Book Club	



**Supporting
your child
at home**

Extra Support



Mrs Sheppard
- Family Liaison
Officer

ksheppard@stjosephscejunior.school



Miss Tash
- SEND
Support
- Trainee Play
Therapist

nhuff@stjosephscejunior.school



Mrs Pennicott
- SENCO

senco@sjosephscejunior.school