

# Year 5 Curriculum Newsletter



## Term 6

Dear parents and carers,

We are looking forward to a busy final term and all the events coming up. Thank you for continuing to support your child's learning by practising times tables and reading.

What is happening this term?

For whole school events please see the whole school dojo.

Phase 2 Sports Day is on 18<sup>th</sup> June (AM).


Year 5/6 Performance will be on Wednesday 17<sup>th</sup> July 1:30pm-2:30pm and Thursday 18<sup>th</sup> July 1:30pm-2:30pm.




The Value that we are focusing on this term is:





**Teamwork**

## Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p>	<p><b>Reading</b></p> <p>In our reading sessions we are reading Tom's Midnight Garden by Phillipa Pearce</p> <p>Class reader Giraffes: The White Giraffe by Lauren St John</p> <p>Class reader Meerkats: The Boy in the Tower by Polly Ho-Yen</p>	<p><b>Vocabulary</b> - give / explain the meaning of words in context</p> <p><b>Explain / vocabulary</b> - identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Explain</b> - make comparisons within the text</p> <p><b>Summarise</b> - summarise main ideas from more than one paragraph</p>
	<p><b>Writing</b></p>	<p><b>Writing to inform</b> - To write an information text about Jean-Michel Basquiat suitable for an art gallery</p>
	<p><b>Spelling Phonics</b></p>	<p><b>Words that are homophones:</b> e.g. bridal, bridle, aloud, allowed, aisle, isle</p> <p><b>Words with irregular spelling patterns:</b> e.g. amateur, sincere</p>

		<p><b>Challenge words:</b> e.g. achieve, bargain, bruise, system</p>
	<b>Grammar</b>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices</p>
<p><b>Mathematics</b></p> 	Decimals	<p><u><b>Key knowledge</b></u> Relationship between tenths and hundredths fractions and place value. Rounding decimals to the nearest tenth and integer Addition and subtraction of decimals using the compact method as their strategy</p> <p><u><b>Key vocabulary</b></u> Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point,, place value</p>
	Converting units	<p><u><b>Key Knowledge</b></u> Kilograms and kilometres Millimetres and millilitres Metric units Imperial units Converting units of time Timetables</p> <p><u><b>Key vocabulary</b></u> Mass, gram, kilogram, capacity, volume, millilitre, centilitre, litre, millimetre, centimetre, kilometre</p>
	Measurement- volume	<p><u><b>Key Knowledge</b></u> What is volume? Comparing volume Estimating volume and capacity</p> <p><u><b>Key vocabulary</b></u> Cubed, area, cross-section, prism, cube, cuboid, face, length, height, width, depth</p>
	Negative numbers	<p><u><b>Key Knowledge</b></u> Understand negative numbers Count through 0 in 1s Compare and order negative numbers Find the difference</p> <p><u><b>Key vocabulary</b></u> Negative, positive, integer, order, compare, more than, less than, equal, zero,</p>

<p style="text-align: center;"><b>Science</b></p> 	<p>During this unit the children will be researching and investigating an "I wonder why...?" question raised collectively.</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>Asking questions that can be answered using different types of scientific enquiry. Taking measurements using a range of scientific equipment. Identifying scientific evidence that has used to refute ideas or arguments. Reporting from findings.</p> <p style="text-align: center;"><u><b>Key vocabulary</b></u></p> <p>Hypothesise, investigate, Observe, record, conclude</p>
<p style="text-align: center;"><b>Computing Radio station</b></p> 	<p>During this unit, children will use software as an introduction to sound recording.</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To know how to use software to create my own sounds by recording, editing and playing.</p> <p>To know how to combine audio effects to create an original radio jingle.</p> <p>To know how to research and plan digital content for a radio podcast.</p> <p>To know how to design and record a persuasive radio advert for a product or service.</p> <p>To know how to present and evaluate audio content.</p> <p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>Audio, record, skip, input/output, jingle, digital content, download, podcast.</p>
<p style="text-align: center;"><b>Art Masquerade</b></p>	<p>Through this unit children will be learning how to think in 3 dimensions. They will be exploring the skill mask making and stage make up design.</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>Be able to create a mood board, collecting ideas for a given brief.</p> <p>Understand how 3D structures can be visualized in 2D.</p> <p>Design and a construct a 3D representation of a planned design.</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Line, shape, construction sketching, form, colour mixing, observation</p>
<p style="text-align: center;"><b>History Victorians</b></p> 	<p>During this unit, the focus will be on schools, education and how it changed due to reforms.</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>Can children place key dates during the Victorian Era on a timeline?</p> <p>Do children have a good understanding as to how Education has changed over the years? (Looking at similarities and differences)</p> <p>Can they recall the opportunities that children were given/not given during the Victorian Era? What was school life like? Using evidence from diary entries and photos from the time, can children explain how Victorian children felt during the reforms? Did all children want to go to school? What happened to them if they did/did not?</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Chronology, Reforms, Era, Parliament, Interpret, Sources, Reliability</p>
<p style="text-align: center;"><b>Music</b></p>	<p style="text-align: center;"><b>Reflect, Rewind and Replay</b></p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p>

		<p>Singing          Play instruments within the song          Improvisation using voices and instruments          Composition          Share and perform the learning that has taken place</p>
<p>Personal Social          Health and          Relationship          Education</p> 	<p>The children will learn how to identify and respond to basic first aid requirements</p>	<p><u>Key Knowledge</u>          Recognise and respond appropriately to a casualty of the following situations:          fractured bone, dislocation, sprain or strain; chest pain; electrical shock; head injury; heat exhaustion; hypothermia</p> <p><u>Key Vocabulary</u>          Sprain, strain, fracture, bone, muscle, tendon, ligament, shock, pulse, AED, concussion, unresponsive, medical services, heatstroke, recovery position</p>
<p>Physical Education          Personal Skills</p> 	<p>Sending and receiving          Ball Chasing</p>	<p><u>Key Knowledge</u>          Can I persevere with a task and improve my performance through regular practice?          Can I cope well and react positively when things become difficult?</p> <p><u>Key Vocabulary</u>          Distance, batting, fielding,</p>
<p>Religious Education</p> 	<p>Can belief change the world?</p>	<p><u>Key Knowledge</u>          What positive examples have people given that show us how to live?          What values and commitments have inspired or been taught by founders of faith or communities/ leaders?          How have actions and examples of people of faith or belief changed our world?          How might we change our lives in light of the qualities demonstrated by other people</p> <p><u>Key Vocabulary</u>          Activism, belief, change, commitment, education, equality, Example, impact, inspire, integrity, justice, role, model, protest, values, world view</p>
<p>Spanish</p>	<p>At the seaside</p>	