

Year 5 Curriculum Newsletter



Term 5

Dear parents and carers,

We are looking forward to the summer term and hopefully some nicer, warmer weather! Thank you for all of your support with helping the children to complete their homework and reading regularly at home. If this could continue to be a focus at home along with practising times tables, that would be really helpful in the lead up to Year 6!

Please note that PE will be on Monday and Tuesday for this term.

What is happening this term?

For whole school events please see the whole school Dojo.




This term, Saints Rugby are coming to run our PE sessions on a Tuesday for both classes. This means, PE days will be on Mondays and Tuesdays next term. We are looking forward to visiting the library on Monday 29th.



Reminder : Homework is due in on Thursdayth 23rd May 2024





The Value that we are focusing on this term is:




Ambition

Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</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>	<ul style="list-style-type: none"> • Make comparisons within and across books • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Predict from details stated and implied • Identify how language structure and presentation contribute to meaning • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading • Provide reasoned justifications for views
	<p>Writing</p> 	<p>Writing to inform – we are looking at 'The Paperbag Prince' and thinking about writing a persuasive leaflet.</p>

	Spelling Phonics	<p>Words where ei makes an ee sound (caffeine, either, ceiling)</p> <p>Words where ough makes an or sound (fought, ought, thought)</p> <p>Adverbs of frequency and possibility (certainly, obviously, rarely)</p> <p>Homophones and near homophones</p>
	Grammar	<ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Use brackets, dashes or commas to indicate parenthesis
Mathematics 	Decimals	<p><u>Key knowledge</u></p> <p>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>Key vocabulary</u></p> <p>Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point,, place value</p>
	Shape	<p><u>Key knowledge</u></p> <p>Measuring angles in degrees using a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles round a point Calculating lengths and angles in shape Regular and irregular polygons Reasoning about 3-D shapes</p> <p><u>Key Vocabulary</u></p> <p>Angle, right angle, acute, obtuse, reflex, protractor, horizontal, vertical, parallel, perpendicular, polygon, regular, irregular, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex, apex</p>
	Position and direction	<p><u>Key knowledge</u></p> <p>Position in the first quadrant Translation with and without co-ordinates Lines of symmetry Reflection along a line Reflection with co-ordinates</p> <p><u>Key vocabulary</u></p> <p>Coordinate, quadrant, x-axis, y-axis, reflection, mirror line, translation, horizontal, vertical</p>
Science Materials 	Changes of materials	<p><u>Key Knowledge</u></p> <p>Can they compare and group together everyday materials, define scientific terms, explain the process of changing states of matter and how they can be reversible and irreversible.</p> <p><u>Key vocabulary</u></p> <p>solute, reversible, irreversible, evaporate, chemical change, effervescence, fair test, corrosion, combustion, extinguish, reaction, carbon dioxide, evaporate, condense</p>

<p>Computing</p> 	<p>Online safety</p> <p>Scratch – developing games</p>	<p><u>Key Knowledge</u></p> <p>Compare and contrast different kinds of online-only friendships. Describe the benefits and risks of online-only friendships. Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable.</p> <p><u>Key Vocabulary:</u> benefit, private information, risk</p> <p><u>Key Knowledge</u></p> <p>Can they design and program a character game? Can they add features or effects to enhance a game? Can they program costume changes for a sprite? Can they add point-scoring and levels to game code?</p> <p><u>Key Vocabulary:</u> algorithm, sprite, blocks, sequence, script</p>
<p>Design Technology</p> <p>Bread</p> 	<p>This unit will teach children to evaluate bread products, understand its part in our diet and look at the ingredients.</p>	<p><u>Key Knowledge</u></p> <p>Can they evaluate bread products and identify ingredients? Can they design a new bread product? Can they make bread, based on a plan and design? Can they evaluate the finished product?</p> <p><u>Key Vocabulary</u></p> <p>Evaluate, appearance, healthy diet, weigh and measure, mixture, hygiene, ingredients.</p>
<p>Geography</p> <p>The Americas</p> 	<p>This unit will teach children to locate and name parts of America, and name famous landmarks.</p>	<p><u>Key Knowledge</u></p> <p>Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas? Can they name some famous landmarks in America and discuss why they attract tourism?</p> <p><u>Key Vocabulary</u></p> <p>United States of America (USA), North America, South America, Canada, Flag: Stars and Stripes, Statue of Liberty, Empire State Building, Grand Canyon, The Whitehouse, Mount Rushmore, Golden Gate Bridge, NASA</p>
<p>Music</p> <p>Dancing in the street</p> 	<p>Focus on Motown music from the 1960s</p>	<p><u>Key Knowledge</u></p> <p>The learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.</p> <p>Children will listen to & appraise music tracks, engage in progressive warm-up games. They will improvise and compose their own music.</p> <p><u>Key Vocabulary</u></p> <p>Pulse, rhythm, pitch, tempo, dynamic</p>

<p>Personal Social Health and Relationship Education</p> 	<p>Legal and illegal drugs</p>	<p><u>Key Knowledge</u></p> <p>To learn how the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing</p> <p>To learn about some of the risks and effects of legal and illegal drug use</p> <p>To learn about the reasons why people use drugs; managing situations and peer influence</p> <p>To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p> <p><u>Key Vocabulary</u></p> <p>Medicine, immune/immunisation, vaccination, prescription, emergency, insulin, EpiPen, diabetes, asthma, eczema, allergy, dose, drug, substance, effects, risks, law, legal, illegal, habit, influence, peer pressure, media, social media, smoking, vaping, drinking, cigarettes, e-cigarettes, alcohol</p>
<p>Physical Education</p> 	<p>Health and fitness</p> <p>Static balance and coordination.</p>	<p><u>Key Knowledge</u></p> <p>I can record and monitor how hard I am working</p> <p>I can explain how long and how often I should exercise to be healthy</p> <p>I can describe the basic fitness components</p> <p><u>Key Vocabulary</u></p> <p>Heart rate, Pulse, Balance, Alternate, Stance</p>
<p>Religious Education</p> <p>Keeping the 5 Pillars</p> 	<p>What do people believe about life?</p>	<p><u>Key Knowledge</u></p> <p>What feelings do people experience in relation to change and death?</p> <p>What answers might be given by ourselves, and by religions and beliefs (Christianity and Buddhism) to questions about:</p> <p>The origin and meaning of life</p> <p>Our place in society</p> <p>Our place in the natural world</p> <p>The existence of God</p> <p>The experience of suffering</p> <p>The meaning of life?</p> <p><u>Key Vocabulary</u></p> <p>Change, Death, Experience, Journey, Karma, Kindness, Life, Pathway, Suffering</p>