

# Year 5 Curriculum Newsletter



## Term 1

Dear parents and carers,

Welcome back! We hope you've had a lovely, restful summer. We are looking forward to a great start to Year 5 and introducing lots of new learning to the children. We will be explaining the homework Dojo challenge now we have returned to school and it would also be great if you could continue to support your child at home by reading regularly and practising times tables and spellings often.

What is happening this term?

For whole school events please see the whole school dojo.




We have a taster session for 'Hot Shots' basketball club on 16<sup>th</sup> September. Our Library visit is on Thursday 19<sup>th</sup> September.


Homework is due in on Thursday 24<sup>h</sup> October 2024



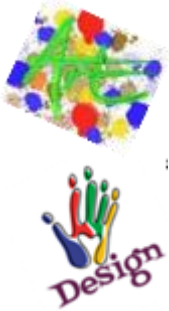

The Value that we are focusing on this term is:






Kindness

## Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p><b>Reading</b></p>  <p>In our reading sessions we are reading <i>The Witches</i> by Roald Dahl</p> <p>Class reader Giraffes:</p> <p>Class reader Meerkats: <i>The Boy in the Tower</i> by Polly Ho-Yen</p>	<p><u>Key Knowledge</u></p> <p>Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate author's language choice Distinguish between fact and opinion Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views</p> <p><u>Key vocabulary</u></p> <p>Restless, fearless, outstretched, visible, cascading, plunge, pounding, hypnotised, survive/survival, adjusted, discombobulation, spectators</p>
	<p><b>Writing</b></p> 	<p><b>Writing to inform</b> – we are looking at Poetry: 'The Song of Hiawatha' and using the book 'Queen of the Falls' to write a series of diaries about significant events.</p>
	<p><b>Spelling</b></p>	<p>Words ending in -tious ie. infectious Words ending in -ious ie. obvious Words ending in -cial ie. beneficial</p>

		<p>Words ending in -ant ie. relevant</p> <p>Words ending in -ance ie. relevance</p>
	<b>Grammar</b>	<p><b>Punctuation</b> - full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <p><b>Adverbial phrases</b> – a phrase indicating time, place or frequency.</p>
<p><b>Mathematics</b></p> 	<b>Place value</b>	<p><u><b>Key knowledge</b></u></p> <p>Understanding Roman numerals</p> <p>Reading, writing and understanding the place value of numbers to 1,000,000</p> <p>Understanding the powers of 10</p> <p>Finding 10/100/1,000/10,000, and 100,000 more or less than a number</p> <p>Comparing and ordering numbers to 1,000,000</p> <p>Rounding numbers up to 1,000,000 to the nearest 10, 100, 1000</p> <p><u><b>Key vocabulary</b></u></p> <p>place value, millions, thousands, hundreds, tens, ones, zero, place value, greater than, less than, order, round, rounded, partition, digit, interval, sequence, linear sequence</p>
	<b>Addition and subtraction</b>	<p><u><b>Key knowledge</b></u></p> <p>Mental addition and subtraction strategies</p> <p>Adding and subtraction whole numbers with more than four digits</p> <p>Round to check answers</p> <p>Solve multi-step addition and subtraction problems</p> <p>Compare calculations and solve missing number problems</p> <p><u><b>Key Vocabulary</b></u></p> <p>Add, total, sum, more, altogether, addend, difference, subtrahend, minuend, subtract, less, take away, column addition, column subtraction, estimate, inverse operation, number, place value</p>
	<b>Multiplication and division</b>	<p>Understanding multiples and common multiples</p> <p>Understanding factors, common factors</p> <p>Understanding prime numbers, square numbers and cube numbers</p> <p>Multiply and divide numbers by 10, 100, 1000</p> <p>Calculate multiples of 10, 100 and 1000</p> <p><u><b>Key Vocabulary</b></u></p> <p>Multiply, factor, product, groups of, lots of, times, divide, share, remainder, factor, multiple</p>

<p style="text-align: center;"><b>Science</b></p> 	<p style="text-align: center;"><b>Forces</b></p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>We will be exploring gravity and friction, including water and air resistance, pulleys, levers and gears</p> <p style="text-align: center;"><u><b>Key vocabulary</b></u></p> <p>Air resistance, water resistance, friction, gravity, newton, pulley</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p style="text-align: center;">Systems and searching</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To identify how to use a search engine</p> <p>To describe how search engines select results</p> <p>To explain how search results are ranked</p> <p><b>Key Vocabulary:</b></p> <p>System, physical and electronic connections, input, output, digital system, index, search engine, address bar, World Wide Web</p> <p style="text-align: center;"><u><b>Key Knowledge Online Safety</b></u></p> <p>Learn the "What? When? How Much?" framework for describing their media choices.</p> <p>Use this framework and their emotional responses to evaluate how healthy different types of media choices are.</p> <p>Begin to develop their own definition of a healthy media balance.</p> <p><b>Key Vocabulary:</b> media, media balance, media choices</p>
<p style="text-align: center;"><b>Art</b></p> 	<p style="text-align: center;"><b>Still life</b></p> <p>Through this unit children will extend their understanding of composition. This is a popular art form with many artists using this theme to practice and hone their skills.</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To know how a picture is composed.</p> <p>Children should be able to talk about the composition of a picture referring to the objects in it.</p> <p>To know how to create a sense of depth in a picture.</p> <p>To know how to use sketching to plan their initial composition.</p> <p>Children should be able to talk about the composition of a picture referring to the objects in it.</p> <p>Children should be able to quickly compose a picture through gestural sketching.</p> <p>To make their decisions for the media they would choose for their own art work.</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Line, shape, composition- construction &amp; sketching, form, colour mixing, observation</p>
<p style="text-align: center;"><b>Geography</b> <b>The Amazon</b></p> 	<p>Learning about the Amazon and human impact on the environment.</p>	<p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To know where Brazil is and what is it famous for.</p> <p>To identify rainforests and their main features.</p> <p>To know why rainforests are often in the news and what can we do to help.</p> <p>To discuss ways in which humans have both improved and damaged the Amazon.</p>

		<p><u>Key Vocabulary</u></p> <p>Brazil, Rainforest, Amazon, Endangered, Species, Environment, Damaged, Improved, Human impact</p>
<p>Music</p> <p>Dancing in the street</p> 	<p>Livin' On A Prayer by Bon Jovi</p>	<p><u>Key Knowledge</u></p> <p>in this Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p> <p><u>Key Vocabulary</u></p> <p>Pulse, rhythm, pitch, tempo, dynamic</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Protective behaviours</p>	<p><u>Key Knowledge</u></p> <p>Rights, responsibilities and feelings, early warning signs, our safety network and safe places</p> <p><u>Key Vocabulary</u></p> <p>Rights, responsibility, network, safety, control, choice</p>
<p>Physical Education</p> 	<p>Coordination Ball Skills</p> <p>Agility Reaction / Response</p>	<p><u>Key Knowledge</u></p> <p>I can use my awareness of space and others to make good decisions.</p> <p>I can understand ways to judge performance.</p> <p><u>Key Vocabulary</u></p> <p>Pivot, throw, pass, landing, serve, catch, opponent.</p>
<p>Religious Education</p> 	<p>How and why do people pray?</p>	<p><u>Key Knowledge</u></p> <p>Exploring how different religions pray, what kinds of prayers do people of faith use and why, what are the similarities and differences and how can prayer help people to reflect?</p> <p><u>Key Vocabulary</u></p> <p>Faith, Covenant, Gurdwara, Makkah, Mandir, Mitzvah, Mosque, Prayer, Reflect, Reverence, Sacred, Sangat, Shrine, Surah, Synagogue</p>
<p>Spanish</p> 	<p>My school, my subjects</p>	<p>Conversations about us and school subjects. Who we are, where we live, what we like at school.</p>