

Year 5 Curriculum Newsletter



Term 2

Dear parents and carers,

Welcome back! We hope you've enjoyed the half term break. We have lots of new learning for the coming half term. We will be explaining the homework Dojo challenge when we return to school. It would be great if you could continue to support your child at home by reading regularly and practising times tables and spellings often. Please ask if you would like a copy of the Y5/6 spelling list to share with your child at home.

What is happening this term?

For whole school events please see the whole school dojo.

We are looking forward to inviting a Viking specialist into school to talk to the children and deliver activities and role play this term. This will be related to their learning in History.



Homework is due in on Monday 12th December 2022

Year 5 will also be leading anti-bullying week themes and activities across school during this term.


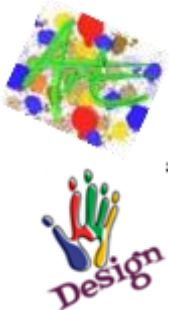
The Value that we are focusing on this term is:







Reading

Key Learning

Subject and Topic	Overview	Key knowledge
<div>English</div> <div></div>	<div>Reading</div> <div></div>	<div><u>Key Knowledge</u></div> <div>Identify themes and conventions Make comparisons Learn poetry by heart Prepare poems and plays for performance Explore the meaning of words in context Identify how language structure and presentation contribute to meaning Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives); justify with Participate in discussions about books Explain and discuss understanding of reading Provide reasoned justifications for views</div> <div><u>Key vocabulary</u></div> <div><div><div>ancient</div><div>environment</div><div>lightning</div><div>familiar</div><div>occur</div><div>recognise</div><div>cloudless</div><div>scales</div><div>climes</div></div><div><div>temperature</div><div>variety</div><div>shimmied</div><div>casement</div><div>couched</div><div>moveless</div><div>tender</div><div>mellow</div><div>gaudy</div></div></div>

	Writing 	Writing to inform – we are looking at Poetry: ‘The Moon’ to write their own poem and using the book ‘The Lost Happy Endings’ to write a traditional tale focusing on describing settings, characters and an alternative ending
	Spelling Phonics	Words ending in -able E.g suitable, enjoyable, miserable Words with silent letter t E.g listen, rustle, whistle
	Grammar	Punctuation – full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Adverbial phrases – a phrase indicating time, place or frequency. Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although)
Mathematics 	Multiplication and division	Understanding multiples and common multiples Understanding factors, common factors Understanding prime numbers, square numbers and cube numbers Multiply and divide numbers by 10, 100, 1000 Calculate multiples of 10, 100 and 1000 <u>Key Vocabulary</u> Multiply, factor, product, groups of, lots of, times, divide, share, remainder, factor, multiple, prime numbers, square numbers, cube numbers
	Fractions A	<u>Key knowledge</u> Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions and mixed numbers Compare and order fractions less than 1 and more than 1 Add and subtract fractions Subtract from a mixed number <u>Key vocabulary</u> Fraction, numerator, denominator, unit fraction, non-unit fraction, equivalent fraction, mixed number, improper fraction
Science 	Living Things and Their Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in	<u>Key Knowledge</u> To name, identify and explain the functions of different plant parts including reproductive. Explain all stages of the life cycles of common plants including sexual and asexual. To observe the local environment and draw conclusions about life-cycles. To describe and compare the life cycles of a range of animals. To talk with knowledge about birth, reproduction and death of familiar animals or plants? To compare the life cycles of plants and animals in the local environment with the life cycles of those around the world.

	some plants and animals.	<p><u>Key vocabulary</u></p> <p>Reproduce, reproduction, life cycle, fertilisation, germination, pollination, seed dispersal, flower, formation, growth, stamen, sigma, carpel, ovule, pollen, pollinator, ovary, style, filament, anther, sepal</p>
<p>Computing</p> 	Powerpoint presentation skills and privacy and security	<p><u>Key Knowledge</u></p> <p>To know how to organise ideas and create a simple presentation with text To know how to add and format an image To know how to reorder slides and present a presentation To know how to create slide templates and organise slides with hyperlinks To know how to add theme transitions and animation to a presentation To know how to use hyperlinks To know how to insert audio and video</p> <p><u>Key Vocabulary:</u></p> <p>Audio, template, text box, title, theme, transition, animation, hyperlink, embed</p> <p><u>Key Knowledge Online Safety</u></p> <p>Identify the reasons why people share information about themselves online. Explain the difference between private and personal information. Explain why it is risky to share private information online.</p> <p><u>Key Vocabulary:</u> hardwired, personal information, private information</p>
<p>Design Technology</p> 	<p>Moving Monsters</p> <p>To investigate, design and evaluate moving toys with a pneumatic part</p>	<p><u>Key Knowledge</u></p> <p>To investigate a variety of familiar objects that use air to make them work. To investigate techniques for making simple pneumatic systems. To be able to gather ideas for creating moving monsters. To be able to design a monster including a moving pneumatic system. To be able to make a monster with a moving pneumatic part. To be able to evaluate a finished product</p> <p><u>Key Vocabulary</u></p> <p>Design, Make , Evaluate pneumatic systems , Techniques, Syringe, Inflate , Air pressure, Compress, Evaluate</p>
<p>History</p> <p>The Vikings</p>	Learning about the Vikings and the main events of why	<p><u>Key Knowledge</u></p> <p>To know how and why the Vikings came to Britain. To identify what Viking life was like.</p>

	<p>and how they came to Britain.</p>	<p>To know why rainforests are often in the news and what can we do to help. To use sources of information to learn more about who Edward the Confessor was.</p> <p><u>Key Vocabulary</u></p> <p>Present day, dates, invasion, AD, BC, civilisation</p>
<p>Music</p> 	<p>Classroom Jazz</p> <p>Jazz and improvisation.</p>	<p><u>Key Knowledge</u></p> <p>This Unit of Work focuses on improvising. Using two great pieces, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising with the repertoire.</p> <p><u>Key Vocabulary</u></p> <p>Pulse, rhythm, pitch, tempo, dynamic, timbre, texture.</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Stereotypes Young Citizens</p> <p>Focus on Gender the term stereotype, identify stereotypes, the negative effects of stereotypes. challenge stereotypes through research and discussion those who have challenged stereotypes</p>	<p><u>Key Knowledge</u></p> <p>To understand the term stereotype To identify stereotypes To consider the negative effects of stereotypes To challenge stereotypes through research and discussion To learn from those who have challenged stereotypes.</p> <p><u>Key Vocabulary</u></p> <p>Stereotype, negative, gender, challenge</p>
<p>Physical Education</p> 	<p>Coordination</p> <p>Ball Skills</p> <p>Agility</p> <p>Reaction / Response</p>	<p><u>Key Knowledge</u></p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas.</p> <p><u>Key Vocabulary</u></p> <p>Flexible, court, grounded, rotate, position, clockwise, serve, rally.</p>
<p>Religious Education</p> 	<p>What does it mean to be a Muslim?</p>	<p><u>Key Knowledge</u></p> <p>How do members of the Muslim faith celebrate and live out their beliefs? Within the different groups of this faith, what are the most important similarities and key differences? What are my values, how are these similar or different to the values that Muslims have/how Muslims live their lives?</p> <p><u>Key Vocabulary</u></p> <p>Allah, Discipline, Compassionate, Eid ul Fitr, Ibadah, Makkah, Mosque, Qur'an, Ramadan, Salah, Sawm, Shahada, The Five Pillars of Islam, The Prophet Muhammad, Zakat.</p>
<p>Spanish</p> 	<p>Planets</p>	<p>To be able to say the names of the planets. To be able to describe the planets. To use numbers for the size and temperature of planets. To learn the days of the week.</p>