

# 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 (TTRS) and spellings (Spelling Shed) 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




For whole school events please see the whole school Dojo.



Reminder : Homework is due in on Friday 16<sup>th</sup> May 2025



The Value that we are focusing on this term is:




**Ambition**


## Key Learning

Subject and Topic	Overview	Key knowledge
	<b>Reading</b>  In our reading sessions we are reading Tom's Midnight Garden by Phillipa Pearce  Class reader: The White Giraffe by Lauren St John	<ul style="list-style-type: none"><li>• Make comparisons within and across books</li><li>• Check sense, discuss understanding and explore meaning of words in context</li><li>• Ask questions to improve understanding</li><li>• Predict from details stated and implied</li><li>• Identify how language structure and presentation contribute to meaning</li><li>• Distinguish between fact and opinion</li><li>• Retrieve, record and present information from non-fiction</li><li>• Explain and discuss understanding of reading</li><li>• Provide reasoned justifications for views</li></ul>
	<b>Writing</b> 	Writing to inform – we are looking at 'The Paperbag Prince' and thinking about writing a persuasive leaflet.
	<b>Spelling Phonics</b>	Words where ei makes an ee sound (caffeine, either, ceiling) Words where ough makes an or sound (fought, ought, thought) Adverbs of frequency and possibility

		(certainly, obviously, rarely) <b>Homophones and near homophones</b>
	<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use modal verbs to indicate degrees of possibility</li> <li>• Use devices to build cohesion within a paragraph</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>
<b>Mathematics</b> 	<b>Decimals</b>	<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 <u><b>Key vocabulary</b></u> Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point,, place value
	<b>Shape</b>	<u><b>Key knowledge</b></u> 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 <u><b>Key Vocabulary</b></u> 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
	<b>Position and direction</b>	<u><b>Key knowledge</b></u> Position in the first quadrant Translation with and without co-ordinates Lines of symmetry Reflection along a line Reflection with co-ordinates <u><b>Key vocabulary</b></u> Coordinate, quadrant, x-axis, y-axis, reflection, mirror line, translation, horizontal, vertical
<b>Science Materials</b> 	<b>Changes of materials</b>	<u><b>Key Knowledge</b></u> To 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 To know that some materials will dissolve in liquid to form a solution To use knowledge of solids, liquids and gases to decide how mixtures might be separated To give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metal and plastic To explain that some changes result in the formation of new materials

		<p><u>Key vocabulary</u></p> <p>hardness, solubility, soluble, solute, solution, transparent, conductivity, substance, filter, sieve, evaporate, condense, condensation, mixture, dissolve, irreversible, reversible, chemical</p>
<p>Computing</p> 	<p>Online safety</p> <p>Vector Graphics</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><b>Key Vocabulary:</b> benefit, private information, risk</p> <p><u>Key Knowledge</u></p> <p>To identify that drawing tools can be used to produce different outcomes  To create a vector drawing by combining shapes  To use tools to achieve a desired effect  To recognise that vector drawings consist of layers  To group objects to make them easier to work with  To apply what I have learned about vector drawings</p> <p><u>Key vocabulary:</u></p> <p>vector, drawing tools, object, toolbar, vector drawing, move, <b>resize</b>, colour, rotate, duplicate/copy, <b>zoom</b>, select, <b>align</b>, <b>modify</b>, layers, order, copy, paste, group, <b>ungroup</b>, reuse, <b>reflection</b></p>
<p>Art Masquerade</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><u>Key Knowledge</u></p> <p>Be able to create a mood board, collecting ideas for a given brief.  Understand how 3D structures can be visualized in 2D.  Design and a construct a 3D representation of a planned design.</p> <p><u>Key Vocabulary</u></p> <p>Line, shape, construction sketching, form, colour mixing, observation</p>
<p>Geography 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>To be able to confidently locate <b>North and South America</b> on a world map  Identify some countries in North and South America and locate them on an atlas world map and globe using coordinates  Identify similarities and differences between a place in North America (USA) and where they live including  -biomes and climate  -human geographical features  -physical geographical features</p>

		<p>To describe the characteristics and significance of a natural wonder of the Americas</p> <p>To know names and locations of landmarks in the Americas and why they attract tourism. (Statue of Liberty, Empire State building, Golden Gate bridge, Machu Picchu, Christ the Redeemer)</p> <p>Develop their map and atlas skills and practise reading and writing co-ordinates</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 &amp; 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>

		Heart rate, Pulse, Balance, Alternate, Stance
<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>