

# 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 and we will be enjoying weekly Forest School sessions. Class teachers will be explaining the homework challenge before we post it on Dojo. 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 encourage your children to use Spelling Shed and complete the assignments weekly.

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. We are also looking forward to our cinema visit Friday 22nd November.



Homework is due in on Monday 9<sup>th</sup> December 2024



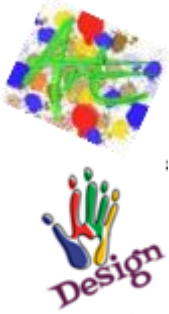
The Value that we are focusing on this term is:







**Integrity**

## Key Learning

Subject and Topic	Overview	Key knowledge																		
<p>English</p> 	<p>Reading</p>  <p>Class reader: <i>Boy in the Tower</i> by Polly Ho-Yen</p> <p>In our Reading Sessions, we are reading: <i>What is it like to be a Viking</i> by David Long</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify themes and conventions</li> <li>Make comparisons</li> <li>Learn poetry by heart</li> <li>Prepare poems and plays for performance</li> <li>Explore the meaning of words in context</li> <li>Identify how language structure and presentation contribute to meaning</li> <li>Identify and discuss themes and conventions</li> <li>Draw inferences (characters' feelings, thoughts and motives); justify with</li> <li>Participate in discussions about books</li> <li>Explain and discuss understanding of reading</li> <li>Provide reasoned justifications for views</li> </ul> <p><u>Key vocabulary</u></p> <table border="0"> <tr> <td>ancient</td> <td>temperature</td> </tr> <tr> <td>environment</td> <td>variety</td> </tr> <tr> <td>lightning</td> <td>shimmied</td> </tr> <tr> <td>familiar</td> <td>casement</td> </tr> <tr> <td>occur</td> <td>couched</td> </tr> <tr> <td>recognise</td> <td>moveless</td> </tr> <tr> <td>cloudless</td> <td>tender</td> </tr> <tr> <td>scales</td> <td>mellow</td> </tr> <tr> <td>climes</td> <td>gaudy</td> </tr> </table>	ancient	temperature	environment	variety	lightning	shimmied	familiar	casement	occur	couched	recognise	moveless	cloudless	tender	scales	mellow	climes	gaudy
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	<b>Writing</b> 	<b>Writing to inform</b> – 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
	<b>Spelling Phonics</b>	Eg relevant, distant <b>Words ending in -ance and -ancy</b> Eg vacancy, brilliance <b>Words ending -ent, -ence</b> Eg. competence, decent <b>Words ending -able, -ible</b> Eg. comfortable, possible <b>Challenge words</b> Eg. dictionary, marvellous <b>Adverbs of time</b> Eg. eventually, afterwards, finally, previously, recently
	<b>Grammar</b>	<b>Punctuation</b> - full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) <b>Adverbial phrases</b> – a phrase indicating time, place or frequency. Organise <b>paragraphs</b> around a theme Use a range of sentences with more than one clause (when, if, because, although)
<b>Mathematics</b> 	<b>Multiplication and division</b>	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><b>Key Vocabulary</b></u>  Multiply, factor, product, groups of, lots of, times, divide, share, remainder, factor, multiple, prime numbers, square numbers, cube numbers
	<b>Fractions A</b>	<u><b>Key knowledge</b></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><b>Key vocabulary</b></u> Fraction, numerator, denominator, unit fraction, non-unit fraction, equivalent fraction, mixed number, improper fraction

<p style="text-align: center;"><b>Science</b></p> 	<p style="text-align: center;">Living Things and Their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <p>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.</p> <p style="text-align: center;"><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 style="text-align: center;"><b>Computing</b></p> 	<p style="text-align: center;">Powerpoint presentation skills and privacy and security</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <p>To explain that video is a visual media format          To explore filming techniques          To use a storyboard          To plan a video          To be able to edit a video          To evaluate a video</p> <p><u>Key Vocabulary:</u>          video, audio, camera, talking head, <b>panning</b>, close up, video camera, microphone, <b>lens</b>, <b>mid-range</b>, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, <b>pan</b>, <b>tilt</b>, storyboard, filming, review, import, split, <b>trim</b>, clip, edit, reshoot, delete, reorder, export, evaluate, share</p> <p><u>Key Knowledge Online Safety</u>          To identify a range of ways to report concerns and access support both in school and at home about online bullying.  <u>Key Vocabulary:</u> support, bullied, report</p>
<p style="text-align: center;"><b>Design Technology</b></p> 	<p style="text-align: center;">Bird Houses</p> <p>To evaluate bird houses          To design and make a bird house</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <p>To investigate the purpose and appearance of bird houses.          To investigate the materials and features of bird houses and how to draw diagrams.          To investigate and practise woodwork skills          To be able to design a bird house for a specific bird.          To be able to make a bird house by following a plan.          To evaluate, make predictions and promote a completed bird house.</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>make design evaluate purpose features diagrams clamp saw drill wood planks sand join measure</p>
<p style="text-align: center;"><b>History</b> <b>The Vikings</b></p>	<p style="text-align: center;">Learning about the Vikings and the main events of why</p>	<p style="text-align: center;"><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> Present day, dates, invasion, AD, BC, civilisation</p>
<p>Music</p> 	<p><b>Classroom Jazz</b> Jazz and improvisation.</p>	<p><u>Key Knowledge</u> 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> Pulse, rhythm, pitch, tempo, dynamic, timbre, texture.</p>
<p>Personal Social Health and Relationship Education</p> 	<p><b>Stereotypes Young Citizens</b> 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> 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> Stereotype, negative, gender, challenge</p>
<p>Physical Education</p> 	<p><b>Fundamental movement skills</b> Dynamic balance Counter Balance</p>	<p><u>Key Knowledge</u> Children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><u>Key vocabulary:</u> Stepping across body, lateral step-over, lateral step-behind, counter balance</p>
<p>Religious Education</p> 	<p>What does it mean to be a Muslim?</p>	<p><u>Key Knowledge</u> 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> 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>

