

# Year 5 Curriculum Newsletter



## Term 6

Dear parents and carers,

We are looking forward to a busy final term and all the events coming up. Thank you for continuing to support your child's learning by practising times tables on Times Tables Rock Stars, spellings on Spelling Shed and reading.

What is happening this term?

For whole school events please see the whole school dojo.

KS 2 Sports Day is on 25<sup>th</sup> June (AM).

Year 5 library visit: 9<sup>th</sup> June

Family Reading: 30<sup>th</sup> June



Year 5 and 6 Performances:

16<sup>th</sup> and 17<sup>th</sup> July




The Value that we are focusing on this term is:





**TEAMWORK**

## 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 Giraffes: The White Giraffe by Lauren St John	<b>Vocabulary</b> - give / explain the meaning of words in context <b>Explain / vocabulary</b> - identify / explain how meaning is enhanced through choice of words and phrases <b>Explain</b> - make comparisons within the text <b>Summarise</b> - summarise main ideas from more than one paragraph
	<b>Writing</b> 	<b>Writing to inform</b> - To write an information text about Jean-Michel Basquiat suitable for an art gallery
	<b>Spelling Phonics</b>	<b>Words that are homophones:</b> e.g. bridal, bridle, aloud, allowed, aisle, isle <b>Words with irregular spelling patterns:</b> e.g. amateur, sincere <b>Challenge words:</b> e.g. achieve, bargain, bruise, system

	<b>Grammar</b>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use adverbs to indicate degrees of possibility</p> <p>Use a wider range of devices to build cohesion across paragraphs</p> <p>Link ideas using tense choices</p>
<b>Mathematics</b> 	<b>Decimals</b>	<p><u><b>Key knowledge</b></u></p> <p>Relationship between tenths and hundredths fractions and place value.</p> <p>Rounding decimals to the nearest tenth and integer</p> <p>Addition and subtraction of decimals using the compact method as their strategy</p> <p><u><b>Key vocabulary</b></u></p> <p>Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point,, place value</p>
	<b>Converting units</b>	<p><u><b>Key Knowledge</b></u></p> <p>Kilograms and kilometres</p> <p>Millimetres and millilitres</p> <p>Metric units</p> <p>Imperial units</p> <p>Converting units of time</p> <p>Timetables</p> <p><u><b>Key vocabulary</b></u></p> <p>Mass, gram, kilogram, capacity, volume, millilitre, centilitre, litre, millimetre, centimetre, kilometre</p>
	<b>Measurement- volume</b>	<p><u><b>Key Knowledge</b></u></p> <p>What is volume?</p> <p>Comparing volume</p> <p>Estimating volume and capacity</p> <p><u><b>Key vocabulary</b></u></p> <p>Cubed, area, cross-section, prism, cube, cuboid, face, length, height, width, depth</p>
	<b>Negative numbers</b>	<p><u><b>Key Knowledge</b></u></p> <p>Understand negative numbers</p> <p>Count through 0 in 1s</p> <p>Compare and order negative numbers</p> <p>Find the difference</p> <p><u><b>Key vocabulary</b></u></p> <p>Negative, positive, integer, order, compare, more than , less than, equal, zero,</p>
<b>Science</b> 	Pupils will draw a timeline to indicate stages in the growth and development of humans. They will learn about the changes experienced in puberty. • Pupils could will	<p><u><b>Key Knowledge</b></u></p> <p>Identify the key changes of a mammal's life cycle</p> <p>Explore the gestation periods of mammal</p> <p>Investigate the hand span of different aged children</p> <p>Describe the changes that humans may experience during old ag</p> <p>Describe the changes as humans develop into old ag</p>

	scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	<p><u>Key Vocabulary</u></p> <p>Adolescent, reproduce. Dependent, puberty, foetus, gestation, fertilisation, prenatal, pregnant, duration, embryo, umbilical cord, womb, childhood, hormone, growth, appetite, memory</p>
<p>Computing Radio station</p> 	Programming B – Selection in quizzes	<p><u>Key Knowledge</u></p> <p>To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program that uses selection To create a program that uses selection</p> <p><u>Key Vocabulary</u></p> <p>Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator</p>
<p>Design Technology Bread</p> 	This unit will teach children to evaluate bread products, understand its part in our diet and look at the ingredients.	<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>History Victorians</p> 	During this unit, the focus will be on schools, education and how it changed due to reforms.	<p><u>Key Knowledge</u></p> <p>Can children place key dates during the Victorian Era on a timeline? Do children have a good understanding as to how Education has changed over the years? (Looking at similarities and differences) Can they recall the opportunities that children were given/not given during the Victorian Era? What was school life like? Using evidence from diary entries and photos from the time, can children explain how Victorian children felt during the reforms? Did all children want to go to school? What happened to them if they did/did not?</p> <p><u>Key Vocabulary</u></p> <p>Chronology, Reforms, Era, Parliament, Interpret, Sources, Reliability</p>
Music	Reflect, Rewind and Replay	<p><u>Key Knowledge</u></p> <p>Listen and Appraise Classical music</p>

		<p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
<p>Personal Social Health and Relationship Education</p> 	<p>The children will learn how to identify and respond to basic first aid requirements</p>	<p><u>Key Knowledge</u></p> <p>Recognise and respond appropriately to a casualty of the following situations: fractured bone, dislocation, sprain or strain; chest pain; electrical shock; head injury; heat exhaustion; hypothermia</p> <p><u>Key Vocabulary</u></p> <p>Sprain, strain, fracture, bone, muscle, tendon, ligament, shock, pulse, AED, concussion, unresponsive, medical services, heatstroke, recovery position</p>
<p>Physical Education Personal Skills</p> 	<p>Sending and receiving</p> <p>Ball Chasing</p>	<p><u>Key Knowledge</u></p> <p>Can I persevere with a task and improve my performance through regular practice?</p> <p>Can I cope well and react positively when things become difficult?</p> <p><u>Key Vocabulary</u></p> <p>Distance, batting, fielding,</p>
<p>Religious Education</p> 	<p>Can belief change the world?</p>	<p><u>Key Knowledge</u></p> <p>What positive examples have people given that show us how to live?</p> <p>What values and commitments have inspired or been taught by founders of faith or communities/ leaders?</p> <p>How have actions and examples of people of faith or belief changed our world?</p> <p>How might we change our lives in light of the qualities demonstrated by other people</p> <p><u>Key Vocabulary</u></p> <p>Activism, belief, change, commitment, education, equality, Example, impact, inspire, integrity, justice, role, model, protest, values, world view</p>
<p>Spanish</p>	<p>At the seaside</p>	<p><u>Key knowledge</u></p> <p>I can say what items I can take to the beach</p> <p>I can create a spoken advert about the seaside</p>

		<p>I can create a leaflet about the seaside</p> <p>I can create extended sentences about the seaside</p> <p><u>Key vocabulary</u></p> <p>La paya, los helados, las frutas, el sol, la mochila, las chancas, el sombrero, la crema de sol, el banador</p>
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