

Year 5 Curriculum Newsletter



Term 4

Dear parents and carers,

Welcome back! We hope you've had a lovely break. We are half way through year 5! We are really enjoying seeing the progress the children are making in areas of their learning. 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 will be thinking about online safety and working with children across the school to talk about issues that children may face and what to do if they have a problem. We are also looking forward celebrating World Book Day.

Homework is due in on Wednesday 26th March 2025



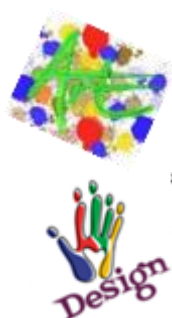

The Value that we are focusing on this term is:





Kindness


Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</p>  <p>In our Reading Sessions, we are reading: Wonder by R.J. Palacio</p> <p>Our class reader is: How to live forever by Colin Thompson</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of new words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction <p><u>Key vocabulary</u></p> <p>Declared, depended, gathered, experiment, darkness, explore, exploration, resilient, aspiration, impossible astronaut, gravity, lunar, atmosphere, universe, galaxy, spherical, moonless, orbited, military</p>
	<p>Writing</p> 	<p>Writing to inform – we are looking at 'The Darkest Dark' by astronaut Chris Hadfield to write a formal biography.</p>

	Spelling Phonics	Words with 'ough' ie: bought, though, thought Adverbs ending in -ly ie: possibly, definitely Challenge words ie: conscience, nuisance Homophones or near homophones ie: aisle, isle, aloud, allowed
	Grammar	Punctuation - full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Adverbial phrases – a phrase indicating time, place or frequency. Variety of verb forms used correctly and consistently Link ideas across paragraphs using adverbials and tense choices Use a range of sentences with more than one clause (when, if, because, although) Integrate dialogue to convey character and advance the action Proof-read for spelling and punctuation errors
Mathematics 	Decimals and percentages	Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P <p style="text-align: right;"><u>Key Vocabulary</u></p> Decimals, decimal place, tenths, hundredths, thousandths, round, compare, order, smaller than, greater than, significant place, percentages, percent of
	Perimeter and area	Perimeter of rectangle Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area <p style="text-align: right;"><u>Key Vocabulary</u></p> Perimeter, area, length, sides, measure, two-dimensional shapes, perimeter, rectilinear shape, compound shape, right angle, polygons, regular shape, irregular shape, area
	Statistics	Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables <p style="text-align: right;"><u>Key Vocabulary</u></p> interpret, graph, horizontal axis, vertical axis, line graphs, tables, times tables, data, values, amounts,

<p>Science</p> 	<p>Living things and their habitats</p>	<p><u>Key Knowledge</u></p> <p>Can they name and identify the different parts of a plant? Can they name, identify and explain the different parts of a plant? To understand life cycle of mammals Can they explain the life cycle including sexual, asexual? Can they describe and compare the life cycle of birds and reptiles? Can they describe and compare the life cycle of an insect and amphibian? Research David Attenborough_</p> <p><u>Key vocabulary</u></p> <p>carpel, ovule, pollen, pollination, seed dispersal, flower formation, growth, stamen, stigma, reproduce, life cycle, fertilisation, bird-egg-chick-fledging-robin amphibian-spawns-tadpole-froglet-frog mammal-embryo-young adult</p>
<p>Computing</p> 	<p><u>Flat-file databases</u></p>	<p><u>Key Knowledge</u></p> <p>Using a database to order data and create charts to answer questions.</p> <p><u>Key Vocabulary:</u></p> <p>database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation.</p>
<p>DT</p> 	<p>Moving Monsters</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>Geography</p> 	<p>Rivers and Mountains</p>	<p><u>Key Knowledge</u></p> <p>Name and locate major rivers and mountains on a map? Identify how rivers impact on humans and vice versa? Explain how rivers are so important?</p> <p><u>Key Vocabulary</u></p> <p>river, mountain, communities, bank, basin, bay, canal, channel, current, dam, delta, erosion, flood, meander, mouth, reservoir, altitude, altitude, cliffs crags, craters, foothills, peaks, ridges, slopes, terrain</p>
<p>Music</p>		<p><u>Key Knowledge</u></p> <p>In this unit of work, the learning is focused around one song: 'Make you feel my love' by Adele. The material presents an integrated approach to music where games, the interrelated</p>

	<p>Make you feel my love by Adele</p>	<p>dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><u>Key Vocabulary</u></p> <p>Pulse, rhythm, pitch, tempo, dynamic</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Relationships and Sex Education</p> <p>Drug and Alcohol Education</p>	<p><u>Key knowledge</u></p> <p>Learn about the physical changes during puberty Learn about the biological changes that happen to males and females during puberty Learn about the importance of hygiene during puberty and respond to questions Learn how and why emotions may change during puberty and where to get appropriate help, advice and support Learn about the correct use of medicines and how vaccinations and immunisations can help to maintain health and wellbeing. Learn about some of the risks and effects of the use of legal and illegal drug use. Learn about the reasons why people use drugs; managing situations and peer influence.</p> <p><u>Key Vocabulary</u></p> <p>Appropriate vocabulary for male/female body parts, vocabulary linked to the menstrual cycle and hygiene immunization, vaccination, population, prescribed, epilepsy, diabetes, insulin, asthma, eczema, allergy, dose, drug, substance, legal, illegal, habit, factors, influence, peer pressure, passive, aggressive and assertive strategies.</p>
<p>Physical Education</p> 	<p>Creative skills</p> <p>Express ideas</p> <p>Fundamental movement skills</p> <p>Static balance Floor balance</p>	<p><u>Key Knowledge</u></p> <p>I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different to others.</p> <p><u>Key Vocabulary</u></p> <p>sequences, express, tactics, stability, repeatable, stretched, posture, aligned</p>
<p>Religious Education</p> 	<p>What does it mean to be a Christian?</p>	<p><u>Key Knowledge</u></p> <p>How do members of the Christian faith celebrate and live out their beliefs in:</p> <ul style="list-style-type: none"> - The journey of life? - Their main festivals and practices? - Their faith communities? - The wider world? <p><u>Key Vocabulary</u></p> <p>Bible, Church, Commandments, Fairness, Forgiveness, God, Jesus, Love, Peace, Pray/Prayer, Resurrection, Values.</p>

<p>Spanish</p> 	<p>Clothes, colours and fashion shows</p>	<p>I can understand and name some items of clothing in Spanish. I can identify parts of the verb 'llevar' (to wear) to talk about what I'm wearing. I can describe clothes I'm wearing using adjectives of colour. I can describe clothes I'm wearing using more adjectives. I can understand a detailed description of a fancy dress outfit. I can design and describe a football / sports kit.</p>
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