

Year 5 Curriculum Newsletter



Term 3

Dear parents and carers,

Welcome back! We hope you've had a lovely break over the holidays. We are looking forward to the new term with lots of new learning, including introducing the topic linked to our trip. 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 visiting the Space Centre in Leicester this term on Thursday 16th February. This will be related to their learning in Science.



Homework is due in on Friday 7th February 2025.



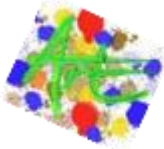
The Value that we are focusing on this term is:





Respect



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>Wonder</i> by R.J. Palacio</p>	<p><u>Key Knowledge</u></p> <p>Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading</p> <p><u>Key vocabulary</u></p> <table> <tr> <td>elements</td> <td>ravines</td> </tr> <tr> <td>mighty</td> <td>molten</td> </tr> <tr> <td>bounded</td> <td>embers</td> </tr> <tr> <td>gravely</td> <td>townsfolk</td> </tr> <tr> <td>ravaged</td> <td>meddler</td> </tr> <tr> <td>realms</td> <td>fjord</td> </tr> <tr> <td>peril</td> <td>warrior</td> </tr> <tr> <td>endurance</td> <td>cauldron</td> </tr> <tr> <td>fruitful</td> <td>talon</td> </tr> <tr> <td>valiant</td> <td></td> </tr> </table>	elements	ravines	mighty	molten	bounded	embers	gravely	townsfolk	ravaged	meddler	realms	fjord	peril	warrior	endurance	cauldron	fruitful	talon	valiant	
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	Writing 	Writing to inform – we are looking at ‘Arthur and the Golden Rope’ to write a myth focusing on creating characters and settings.
	Spelling Phonics	Words with suffixes where the base word ends in -fer- E.g preferred, difference Words with silent letters e.g. knuckle, writer Words with an ie after c E.g. glacier, species Words where ei can make the ee sound Deceive, protein
Mathematics 	Multiplication and division B	Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number <p style="text-align: center;"><u>Key Vocabulary</u></p> Multiply, factor, product, groups of, lots of, times, divide, share, remainder, factor, multiple, short multiplication, short division
	Fractions B	Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Calculate fractions of a quantity Fraction of an amount Using fractions as operators Fraction problem solving <p style="text-align: center;"><u>Key Vocabulary</u></p> Fraction, numerator, denominator, unit fraction, non-unit fraction, equivalent fraction, mixed number, improper fraction, Integer, multiply, multiplication, multiple of
	Decimals and percentages	Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals

		<p>Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P</p> <p><u>Key Vocabulary</u> Decimals, decimal place, tenths, hundredths, thousandths, round, compare, order, smaller than, greater than, significant place, percentages, percent of</p>
<p>Science Materials</p> 	<p>Earth and Space</p>	<p><u>Key Knowledge</u></p> <p>To explain the size, shape and position of the Earth, Sun and Moon To explain how night and day are created using scientific diagrams To explain how seasons and associated weather are created? To describe the movement of the other planets in relation to the Sun – considering the length of different planet's years To explain the terminology of – planets, stars and satellites To talk about at least one key person who has developed Mankind's understanding of Earth in space? Eg Scientists, navigators such as Mae Jemison</p> <p><u>Key vocabulary</u></p> <p>Earth, Sun, Moon, planet, satellite, star, phases of Moon, universe, galaxy, lunar constellation, orbit, rotation, year, day, axis, spherical Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus</p>
<p>Computing</p> 	<p>Programming A – Selection in physical computing</p>	<p><u>Key Knowledge</u></p> <p>To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project</p> <p><u>Key Vocabulary:</u> microcontroller, USB, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer</p>
<p>Art</p> 	<p>Bas Relief This clay work unit explores how the sculptural nature of clay has been used decoratively since ancient civilizations.</p>	<p><u>Key Knowledge</u></p> <p>Use clay tools appropriately. Join pieces of clay using a slip solution. Explain what happens to clay as it dries.</p> <p><u>Key Vocabulary</u></p> <p>Shape Structure Rolling Cutting</p>

		Joining Embellishing
History Ancient Egyptians	Learning about the Ancient Egyptians	<p><u>Key Knowledge</u></p> <p>To identify the development of specific features on a timeline of Ancient Egypt. To describe historical events from Ancient Egypt. To know about inventions of Ancient Egyptians that are still used today. To know who an archaeologist is and how have they helped us find out about the past. To understand what Ancient Egyptians believed in and how did they prepared important people for the afterlife.</p> <p><u>Key Vocabulary</u></p> <p>ancient, civilisation, archaeologist, pharaohs, mummification</p>
Music 	Recorders	<p><u>Key Knowledge</u></p> <p>Continuing from Yr4 to learn recorder skills and musical knowledge. Following simple musical notation and timing.</p> <p><u>Key Vocabulary</u></p> <p>Notes, mouthpiece, treble clef, beats in a bar, stave</p>
Personal Social Health and Relationship Education 	Mental health and emotional wellbeing	<p><u>Key knowledge</u></p> <p>Mental Health and Keeping Well Managing challenges and Change Managing Loss and Bereavement Feelings and Common anxieties Mental Health week activities</p> <p><u>Key Vocabulary</u></p> <p>Feeling, emotion, moods, thought, body, mind, mental, physical, health, wellbeing, balance, life style</p>
Physical Education 	Coordination Static Balance	<p><u>Key Knowledge</u></p> <p>I can explain what I am doing well. I have begun to identify areas for improvement. I can understand ways (criteria) to judge performance. I can suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.</p> <p>Children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><u>Key Vocabulary</u></p> <p>criteria, force, various, judge, awareness, increase, zigzag</p>

<p>Religious Education</p> 	<p>Why do religious books and teachings matter?</p>	<p><u>Key Knowledge</u></p> <p>What different kinds of writing and story are there that are important to religion and beliefs? Where do the most special kinds of writing and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How important are religious books and teachings in contemporary Britain? How can I best express my beliefs and ideas?</p> <p><u>Key Vocabulary</u></p> <p>Beliefs, Bible, Messages, Morals, Guru Granth Sahib, Qur'an, Respect, Sacred, Scripture, Special, Torah, Values.</p>
<p>Spanish</p> 	<p>Healthy eating, going to the market</p>	<p>To recall fruits and vegetables and to talk and write about them To take part in a class survey and ask the price of a fruit or vegetable, To participate in a simple shopping conversation To understand and use instructions to make my own recipe</p>