

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 Friday for this term.



For whole school events please see the whole school Dojo.




The Value that we are focusing on this term is:





Ambition

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	In our reading sessions we are reading Tom's Midnight Garden by Phillipa Pearce Class reader: Boy in Tower by Polly Ho-Yen
	Writing 	Writing to inform – we are looking at 'The Paperbag Prince' and thinking about writing a persuasive leaflet.
	Spelling Phonics	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) Homophones and near homophones
	Grammar	<ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Use brackets, dashes or commas to indicate parenthesis
Mathematics	Decimals	<u>Key knowledge</u>

		<p>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</p> <p style="text-align: center;"><u>Key vocabulary</u></p> <p>Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point,, place value</p>
	<p>Shape</p>	<p style="text-align: center;"><u>Key knowledge</u></p> <p>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</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>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</p>
	<p>Position and direction</p>	<p style="text-align: center;"><u>Key knowledge</u></p> <p>Position in the first quadrant Translation with and without co-ordinates Lines of symmetry Reflection along a line Reflection with co-ordinates</p> <p style="text-align: center;"><u>Key vocabulary</u></p> <p>Coordinate, quadrant, x-axis, y-axis, reflection, mirror line, translation, horizontal, vertical</p>
<p>Science Materials</p> 	<p>Properties of materials</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <p>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> <p style="text-align: center;"><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 style="text-align: center;"><u>Key Knowledge</u></p> <p>Privacy and passwords Sharing personal information</p> <p style="text-align: center;"><u>Key vocabulary:</u></p>

	<p>Programming A</p>	<p>Consent, permissions, privacy, passwords, personal information</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 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>Design Technology Bread</p> 	<p>This unit will teach children to evaluate bread products, understand its part in our diet and look at the ingredients.</p>	<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>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 North and South America 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 To describe the characteristics and significance of a natural wonder of the Americas 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</p>

		America, Canada, Flag: Stars and Stripes, Statue of Liberty, Empire State Building, Grand Canyon, The Whitehouse, Mount Rushmore, Golden Gate Bridge, NASA
<p>Music</p> 	<p>Carnival time 1 Brazilian Samba Drumming</p>	<p><u>Key Knowledge</u></p> <p>To name 3 different drum types To play a simple rhythm as directed To perform a sequence of simple rhythm</p> <p><u>Key Vocabulary</u></p> <p>Pulse, dynamics, perform, call and respond</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 I can explain how long and how often I should exercise to be healthy I can describe the basic fitness components</p> <p><u>Key Vocabulary</u></p> <p>Heart rate, Pulse, Balance, Alternate, Stance</p>
<p>Religion and Worldviews</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, believers. And specific communities?</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>

Key Vocabulary

activism, belief, change, commitment, education, equality,
example, impact, inspire, integrity, justice, role model, protest,
values, worldview