





## Year 5 Curriculum Information Summer Term 2022

<p><b>Welcome</b></p>	<p>Welcome back!</p> <p>Our school day starts promptly at 9.00am, with the doors open and children welcome from 8:50am, and ends at 3:30pm. All Year 5 children will enter and exit via the door opposite the swimming pool.</p>
<p><b>Year group teachers:</b></p>	<ul style="list-style-type: none"> <li>• Mrs Steele 5S (Year Group Leader)</li> <li>• Mrs Smith 5R</li> <li>• Miss Taylor 5T</li> </ul>
<p><b>Year group support staff:</b></p>	<ul style="list-style-type: none"> <li>• Mrs Jones</li> <li>• Mrs Laker</li> <li>• Miss Lawrence</li> <li>• Mrs Millier</li> <li>• Mrs Szczesiak</li> </ul>
<p><b>Dates for the diary:</b></p> 	<ul style="list-style-type: none"> <li>• <b>Thursday 19<sup>th</sup> May, 2:00pm:</b> Parent Learning Café and Open Afternoon Information and timings will follow in a separate Parent Mail</li> <li>• <b>Friday 27<sup>th</sup> May:</b> Platinum Jubilee Celebrations in school</li> <li>• <b>Saturday 11<sup>th</sup> June:</b> Fairfield and Colneis Summer Fayre</li> <li>• <b>Tuesday 14<sup>th</sup> June:</b> 5T Local area geography walk</li> <li>• <b>Wednesday 15<sup>th</sup> June:</b> 5S Local area geography walk</li> <li>• <b>Thursday 16<sup>th</sup> June:</b> 5R Local area geography walk</li> <li>• <b>Friday 8<sup>th</sup> July:</b> Reports sent home</li> </ul>
<p><b>Curriculum areas to be covered this term:</b></p>	
<p><b>English</b></p> 	<p><b>Reading:</b> Reading continues to be an essential part of the children's academic progress and development. The children will:</p> <ul style="list-style-type: none"> <li>* Read and discuss a range of fiction, non-fiction, poetry and reference books, considering their structure and purpose.</li> <li>* Make comparisons within and across books.</li> <li>* Develop their retrieval skills so that they can accurately find information within the written word.</li> <li>* Draw inferences from a text such as inferring characters' feelings, thoughts and motives from their actions and justifying their reasons with evidence from the text.</li> <li>* Predict what might happen from details both stated and implied.</li> </ul> <p><b>Writing:</b> Using a combination of books and topic work as their stimulus, the children will develop their writing skills with a focus on handwriting, extending vocabulary, and an accurate use of grammar, punctuation and spelling. They will build on their ability to plan, draft, write, evaluate and edit their narratives, taking responsibility for writing for purpose.</p> <p><b>Punctuation and Grammar:</b> The children will continue to develop their skills with:</p> <ul style="list-style-type: none"> <li>* relative clauses</li> <li>* conjunctions</li> <li>* expanded noun phrases</li> <li>* modal verbs</li> <li>* brackets, dashes and commas for parenthesis</li> <li>* semi-colons</li> <li>* reported speech and direct speech</li> <li>* accurately punctuating speech</li> </ul>
<p><b>Maths</b></p>	<p>This term, the children will focus on developing their skills and confidence in the following areas:</p> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>* Adding and subtracting decimals within 1.</li> <li>* Complements to 1.</li> <li>* Adding decimals – crossing the whole.</li> </ul>



- \* Adding and subtracting decimals with the same number of decimal places.
- \* Adding and subtracting decimals with a different number of decimal places.
- \* Adding and subtracting wholes and decimals.
- \* Decimal sequences.
- \* Multiplying and dividing decimals by 10, 100 and 1,000.

#### **Geometry: Properties of Shape**

- \* Identifying, comparing and ordering angles.
- \* Measuring angles in degrees using a protractor.
- \* Drawing lines and angles accurately.
- \* Calculating angles on a straight line and around a point.
- \* Calculating lengths and angles in shapes.

#### **Geometry: Position and Direction**

- \* Identifying, describing and representing the position of a shape following a reflection or translation.

#### **Measurement: Converting Units**

- \* Converting between different units of metric measure.
- \* Understanding and using approximate equivalences between metric units and common imperial units.
- \* Solving problems involving converting between units of time.
- \* Solving problems involving measures including: length, mass, volume, money.

#### **Measurement: Volume**

- \* Estimating volume.

<https://www.fairfieldandcolneis.co.uk/wp-content/uploads/2022/04/Mathematics-at-the-Federation-of-Fairfield-and-Colneis.pdf>

Children will have opportunities in all lessons not only to practise their skills, but also to apply their learning to problems, as well as use their reasoning skills.

Times table practice will take place every week, with children being challenged on a range of their times tables. We will also be using our 'early morning maths' sessions to keep practising our arithmetic and calculation skills which will become increasingly challenging as the year progresses.

We will also continue with our weekly 'Big Maths Beat That' CLICs and Learn Its' Tests to develop calculation skills, recall of times tables and identifying number bonds.

- \* Visit the following page for an explanation of the mathematical terms and strategies children will use:

<https://www.fairfieldandcolneis.co.uk/wp-content/uploads/2022/04/Mathematics-at-the-Federation-of-Fairfield-and-Colneis.pdf>

#### **Science**



Continuing to build on their scientific skills which include planning, measuring, recording data, making predictions and presenting their findings, the children will be taught the following:

#### **Living Things and Their Habitats**

- \* Describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- \* Describing the life processes of reproduction in some plants and animals.

#### **Animals, Including Humans**

- \* Describing the changes as humans develop to old age.
- \* Learning about the changes experienced in puberty.





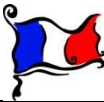


#### **Geography**



#### **Towns and Settlements**

The children will continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

With a local focus on East Anglia, Suffolk and Felixstowe, the children will identify and evaluate the physical and human geographical features which are evident and draw comparisons to other areas within the UK. They will consider land usage, economic activity and trade and transport links. They will use maps and atlases to locate countries and regions and to describe the features studied.

<p><b>Art and DT</b></p> 	<p>Basing their art work on this term's science topic, the children will:</p> <ul style="list-style-type: none"> <li>* Complete a close observational drawing of a natural form.</li> <li>* Use watercolours to paint a flower, plant or natural scene.</li> <li>* Learn how to create a perspective drawing.</li> </ul>
<p><b>PE</b></p> 	<p>The children will continue to develop and apply a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Key sports taught this term are:</p> <ul style="list-style-type: none"> <li>* Cricket</li> <li>* Athletics</li> <li>* Volleyball</li> <li>* Orienteering</li> </ul> <p><b>PE days:</b> 5S and 5T: Tuesday and Wednesday 5R: Wednesday and Friday</p> <p><b>Swimming day:</b> Wednesday: Your child will need a named swimming costume, hat and towel.</p> <p>On the days that your child will be having their PE lessons, we will be asking children to come to school in their PE kits (but wearing their usual school cardigan/jumper over the top). Please ensure that your child is wearing suitable clothing. No earrings or jewellery to be worn on PE/swimming days and hair to be tied back.</p>
<p><b>RE</b></p> 	<p>In our Religious Education lessons, we will be <b>learning about RE</b> and <b>learning from RE</b>, with a focus on the following topics:</p> <p><b>Judaism: Holiness</b> - What is holiness for Jewish people: a place, a time, an object or something else?</p> <p><b>Buddhism: Enlightenment</b> - How did Buddha teach his followers to find enlightenment?</p>
<p><b>Music</b></p> 	<p><b>Hip Hop:</b> The focus in music lessons this term will be 'Hip Hop'. All of the learning is focused around one song: The Fresh Prince of Bel-Air. The children will listen and appraise the music and be presented with an integrated approach to the music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>
<p><b>French</b></p> 	<p>The children will continue to develop their reading, writing, listening and speaking skills by learning about the topic '<b>à l'école</b>' (at school). They will continue to gain confidence in recognising, translating and pronouncing vocabulary along with being taught about cultural experiences in France.</p>
<p><b>Computing</b></p> 	<p><b>Programming:</b> The children will programme using 'Scratch' to create a two-player racing game using algorithms made up of repeat commands, as well as 'if' and 'then' commands. They will also be introduced to variables and will learn how to de-bug mistakes.</p> <p><b>Using Spreadsheets to Present Data:</b> The children will use a spreadsheet and database to collect and record data, presenting their data in an appropriate way. They will learn how to create simple formulae within the spreadsheet and how to display their data in different formats.</p>
<p><b>PSHE</b></p> 	<p><b>Living in the Wider World:</b> This term, Year 5 will be exploring the theme of 'Living in the Wider World' which will include:</p> <ul style="list-style-type: none"> <li>* Understanding how rules and laws are made and enforced.</li> <li>* Describing the importance of Human Rights for everybody, including children.</li> <li>* Understanding how anti-social behaviours can affect well-being.</li> <li>* Explaining what being part of a community means.</li> <li>* Understanding the range of national, regional, religious and ethnic identities of people living in the UK.</li> <li>* Understanding the lives, values and customs of people living in other places.</li> <li>* Understanding how finance plays an important part in people's lives.</li> <li>* Understanding what is meant by 'interest', 'loan' and 'debt'.</li> <li>* Understanding how the media, including advertisements, can persuade me to do something.</li> </ul>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>* Homework will be set on a Friday, and will need to be handed in by the following Wednesday.</li> <li>* Homework will consist of: <ul style="list-style-type: none"> <li>- A list of spellings to learn and then be tested on the following Friday.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>- A reading or grammar task.</li><li>- Times Tables practice, which will then be tested on the following Friday.</li><li>- Maths questions – usually online using 'My Maths'</li><li>- Reading 4 times per week - Reading Record Books will be taken in on a Thursday.</li></ul> <p>We appreciate that you are keen to support your child, but please encourage them to do as much of their homework task as they can for themselves.</p>
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At home, we would like to see a **daily** emphasis on both reading and times tables practice. Securing these two skills will facilitate your child's learning across all of the subjects and will place them on a solid foundation for their next steps. Encourage your child to take responsibility for their own learning in these two areas. Your child's class teacher can recommend materials and resources which will enable them to make effective progress.

Parents – please support your child(ren) by:

\* Encouraging your child to organise their own equipment for school and to take care of their belongings. They need their Homework Diary, Reading Record Book and their Reading Book in school with them every day.

\* Helping your child to choose books from the local library or second-hand book shop.

\* Encouraging your child to read to you and answer questions about what they have read. This continues to be important as your child moves up the school. There are ideas on the school website:

<https://www.fairfieldandcolneis.co.uk/our-curriculum/reading-at-colneis/>

\* Playing word games like 'Scrabble', 'I Spy' and 'Hangman' to build your child's vocabulary.

\* Encouraging your child to talk, in full sentences, about things that they have done, thoughts they have had or places they have visited.

\* Asking questions which require the use of mental maths strategies, for example: money calculations when shopping; time questions using analogue and digital clocks; quick fire questions involving addition, subtraction, multiplication and division.

\* Challenging your child to copy some sentences from their reading book using their neatest handwriting.

\* Teaching your child to tell the time using both an analogue and digital clock.