






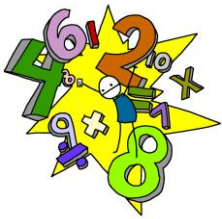
Year 5 Curriculum Information Spring Term 2024

<p>Welcome</p>	<p>Welcome back, and a happy new year to you and your families.</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>Year group teachers:</p>	<ul style="list-style-type: none"> • Mrs Steele 5S (Year Group Leader) • Mrs Monteiro 5M • Mrs Stevenson 5ST
<p>Year group support staff:</p>	<ul style="list-style-type: none"> • Mrs Backhouse • Mrs Kellett • Miss Lawrence • Mrs Millier • Mrs Rowe
<p>Dates for the diary:</p> 	<p>* Tudor Week will take place during week commencing 25th March 2024. As part of this, we will be asking the children to dress up as poor Tudors for one day on Wednesday 27th March. Full details will follow in a separate letter.</p>  <p>* Outdoor Learning Dates: Tuesday 6th Feb, Tuesday 27th Feb, Tuesday 26th March</p>

Curriculum areas to be covered this term:

<p>English</p> 	<p>Reading:</p> <p>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"> * Read and discuss a range of fiction, non-fiction, poetry and reference books, considering their structure and purpose. * Make comparisons within and across books. * Develop their retrieval skills so that they can accurately find information within the written word. * 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. * Predict what might happen from details both stated and implied. <p>Writing:</p> <p>The children will develop their writing skills by applying their knowledge of spelling, punctuation and grammar to a variety of written pieces including:</p> <ul style="list-style-type: none"> • Third person stories set in another culture • Formal letters of application • Playscripts (Shakespeare retelling) • Biography • Poems that use word play <p>As well as building fluency with their handwriting, the children will build on their ability to plan, draft, write, evaluate and edit their narratives, taking responsibility for writing for purpose.</p>
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Maths



This term, the children will focus on developing their skills and confidence with **fractions, decimals and percentages**. This will include:

- * comparing and ordering fractions whose denominators are all multiples of the same number
- * identifying, naming and writing equivalent fractions of a given fraction, representing them visually, including tenths and hundredths
- * recognising mixed numbers and improper fractions and converting from one to the other
- * adding and subtracting fractions with the same denominator and denominators which are multiples of the same number
- * multiplying proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- * reading and writing decimal numbers as fractions
- * recognising and using thousandths and relating them to tenths, hundredths and decimal equivalents
- * rounding decimals with two decimal places to the nearest whole number and to one decimal place
- * reading, writing and ordering and comparing numbers with up to three decimal places
- * solving problems involving numbers up to three decimal places
- * recognising the per cent symbol (%) and understanding that per cent relates to 'number parts per hundred', and writing percentages as a fraction with a denominator of 100, and as a decimal
- * solving problems which require knowing percentage and decimal equivalents

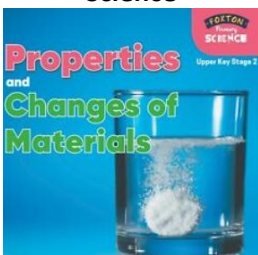
Children will have opportunities in all lessons to not only practise their skills but to apply their learning to problems, as well as using their reasoning skills.

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 goes on.

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 <https://www.fairfieldandcolneis.co.uk/our-curriculum/maths/> for an explanation of the terms and strategies which the children will use.

Science



Properties and Changes of Materials

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:

- * to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets
- * to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- * to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- * demonstrate that dissolving, mixing and changes of state are reversible changes
- * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda






History and Geography





The Tudors: 1485 – 1603

Starting with the Battle of Bosworth and the end of the War of the Roses, the children will progress through the Tudor period, focusing on the following learning objectives:

- * to identify facts about Henry VIII
- * to research information using the contents/index pages (Henry's six wives)
- * to identify some of the reasons for Henry's marriages

	<ul style="list-style-type: none"> * to identify some of the consequences of Henry's divorce from Catherine of Aragon * to distinguish between 'wealth' and 'poverty' in Tudor times * to compare the different life styles of Tudor society * to identify the differences in food eaten by rich and poor in Tudor times <p>As part of their learning, the children will make connections and consider contrasts between life in Tudor Britain compared to life today. This will include identifying similarities, differences and the significance of the period.</p>
<p>Art and DT</p> 	<p>In Art and DT, the children will use their Tudor history topic to complete the following tasks:</p> <ul style="list-style-type: none"> * Draw a portrait of a person living in Tudor times including developing the skill of how to create proportion. * Design, make and evaluate a Tudor bag, developing the skills of sewing and embroidery.
<p>PE</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"> * Outdoor Adventurous Activity (OAA) - all classes * Hockey (outdoor) - 5S and 5M * Dance (indoor) - 5ST <p>PE days: 5S and 5M: Tuesday and Thursday 5ST: Friday plus every swimming day (listed below)</p> <p>Swimming day: Alternating Tuesday and Thursdays, as below</p> <p>Thursday 11th January Tuesday 16th January Thursday 25th January Tuesday 30th January Thursday 8th February Tuesday 13th February Thursday 29th February Tuesday 5th March Thursday 14th March Tuesday 19th March Thursday 28th March</p> <p>Your child will need a named swimming costume, hat and towel. 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, as the weather is now colder, your child is wearing suitable clothing. No earrings or jewellery should be worn on PE/swimming days and hair to be tied back.</p>
<p>RE</p> 	<p>In our Religious Education lessons, we will be learning about RE and learning from RE, with a focus on the following topic:</p> <ul style="list-style-type: none"> * Hinduism: Moksh <p>The key question which the children will focus on is: What spiritual pathways to Moksh are written about in Hindu scriptures?</p>
<p>Music</p> 	<p>Classroom Jazz:</p> <p>With a particular focus on the music 'Three Note Bossa' and 'Five Note Swing', the children will gain an appreciation of jazz music. They will listen to and appraise relevant music and learn to improvise. In addition, whilst singing, they will also play an instrument as an accompaniment.</p>
<p>French</p> 	<p>The children will continue to develop their reading, writing, listening and speaking skills by learning to:</p> <ul style="list-style-type: none"> * describe a sandwich filling * express opinions, explaining why they like or dislike something * write instructions for how to make a sandwich * perform their instructions as part of a cookery television show.

<p>Computing</p> 	<p>Coding</p> <p>The children will continue to develop their coding skills by working towards developing a playable and competitive game which uses a range of functions and variables.</p>
<p>PSHE</p> 	<p>Relationships:</p> <p>This term, Year 5 will be exploring the theme of ‘relationships’ which will include:</p> <ul style="list-style-type: none"> * considering how to respond appropriately to a wide range of feelings in others * understanding different types of relationships * recognising when a relationship is unhealthy * judging when physical contact is acceptable and unacceptable * understanding when it is appropriate and necessary to break a confidence * knowing how to respectfully disagree with someone * explaining how to get help in an emergency * understanding the term ‘compromise’ within a conflict and dispute situation * understanding the terms stereotype and discrimination
<p>Homework</p>	<ul style="list-style-type: none"> * Homework will be set on a Friday, and will need to be handed in by the following Wednesday. * Homework will consist of: <ul style="list-style-type: none"> - A spelling practice sheet - Times Tables practice, which will then be tested on the following Friday**. - One additional task, either Maths, Writing or Grammar - Reading 4 times per week. Reading Record Books will be taken in on a Thursday. <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>

At home, we would like to see a **daily** emphasis on both reading and times tables practice**. Securing these two skills early on in the year 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.

** Encourage your child to use “TT Rock Stars”. The children have a login for this, but please contact your class teacher if they have forgotten it and need reminding.

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.