

Our Learning in Year 5

Spring Term

English

Our learning will include the following texts:

- 'Coming Home', a festive narrative poem by Michael Morpurgo;
- 'Odd and the Frost Giants', by Neil Gaiman, which is a fantasy novel with a link to mythology;
- 'The Viking Invader', a historical comedy in the form of a newspaper, by Paul Dowsell;
- Project X Comprehension Express: Stage 2: 'Secrets', by Tony Bradman and Janice Pimm, which includes a wide range of text types;
- 'Windrush Child', a narrative poem by John Agard, and other poems also from 'Under the Moon & Over the Sea'.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, children will also complete reading comprehension questions associated with each text.

In Year 5, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS)

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

GPS Overview for Year 5 – Spring Term	
Sentence	<ul style="list-style-type: none"> • I can check for subject-verb agreement (for example, we were, not we was). • I can use descriptive language to create a setting/character. • I can use relative clauses beginning with who, which, where, when, whose, that. • I can make sure that my work is of an appropriate tense.
Text	<ul style="list-style-type: none"> • I can use devices to build cohesion within a paragraph [for example: then, after that, this, firstly]. • I can use words or phrases that I have heard or read to make my writing better. • I can build cohesion across a paragraph, including the use of pronouns and time connectives. • I can suggest an appropriate form for my writing. • I can use a wide range of presentational and organisational devices to structure my writing. • I can use a mixture of genres for different purposes.
Punctuation	<p>Continuing to focus on:</p> <ul style="list-style-type: none"> • I can use capital letters, full stops, question and exclamation marks accurately. • I can use a comma to create a subordinate clause. • I can use commas mostly accurately throughout my writing. • I can use inverted commas mostly accurately in my writing. <p>Introducing:</p> <ul style="list-style-type: none"> • I can add brackets, dashes or commas to embedded clauses.
Terminology for Children	<ul style="list-style-type: none"> • relative pronouns • relative clauses • parenthesis

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 5 words too.

Spring Term Year 5 Spelling Words

Shakespeare and More Spelling Wordlist 25		
Spellings to Learn at Home Spring Term 1– Year 5 Words		
Regular Spellings		
Week Beginning 5 th January 2021	Week Beginning 11 th January 2021	Week Beginning 18 th January 2021
ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough	official, special, artificial, partial, confidential, essential	advice, advise device, devise licence, license practice, practise prophecy, prophesy
Week Beginning 25 th January 2021	Week Beginning 1st February 2021	Week Beginning 8 th February 2021
vicious, precious, conscious, delicious malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	farther, further, father guessed, guest heard, herd	led, lead morning, mourning past, passed

Shakespeare and More Spelling Wordlist 26					
Spellings to Learn at Home Spring Term 2 – Year 5 Words					
Regular Spellings					
Common Exception Words (Words that don't stick to a spelling rule or pattern.)					
Week Beginning 22 nd February 2021		Week Beginning 1 st March		Week Beginning 8 th March 2021	
accommodate	appreciate	bargain	bruise	conscience	correspond
accompany	attached	category		conscious	dictionary
according	available	cemetery		controversy	disastrous
achieve	average	committee		convenience	embarrass
aggressive	awkward	communicate,			environment
amateur		community		definite	
ancient		competition		desperate	
apparent				determined	
				develop	
Shakespeare and More List 27					
Week Beginning 15 th March 2021		Week Beginning 22 nd March		Week Beginning 29 th March 2021	

observant observance observation	hesitant hesitancy hesitation	innocent innocence decent decency	frequent frequency confident confidence confidential	<u>Homophones</u> precede, proceed principal, principle profit, prophet stationary, stationery <u>TASK</u> Find out what they mean and write sentences for each word in your homework book.
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Activities associated with the words that children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 5, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Spring Term Y5 Maths Objectives

Spring 1 – S1:
Compare and order fractions whose denominators are all multiples of the same number.
Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
Recognise mixed numbers and improper fractions and convert from one to the other.
Write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$).
Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$).
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Spring 2 – S2:

Read, write, order and compare numbers with up to three decimal places.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Solve problems involving numbers up to three decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Use all four operations to solve problems involving measure (for example, length, mass, volume, money) involving scaling.

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'.

Write percentages as a fraction with denominator 100, and as a decimal.

Solve problems knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a multiple denominator of $\frac{10}{25}$.

Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:

- **test a statement.**
- **make up an example to prove or disprove a statement.**
- **communicate results clearly and systematically.**
- **identify how calculations, facts and ideas are connected.**
- **find all possible answers.**

These challenges should be linked to the termly objectives above – examples can be found in NCETM Reasoning Frameworks.

It is important to review objectives from the previous year groups, so that knowledge is maintained and can be built upon.

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on Properties and Changes of Materials (Spring 1 and Spring 2).

In addition, children will be expected to develop their investigation skills by planning and carrying out their own experiments based upon questions that they have raised. Prior to investigation work, children will consider how best to ensure that they have the right to be safe during investigations.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. Children will understand how to become upstanders when they see cyberbullying (Spring 1) and explain ways technology can affect healthy sleep and describe some of the issues (Spring 2).

Following on from this, we will be looking at the role of computer systems in our lives and understand how we communicate and how information is transferred over the Internet (Spring 1). Children will also be using software to make a radio jingle (Spring 2).

History

In History, children will develop their understanding of the Viking era and the Viking and Anglo-Saxon struggle for England, to 1066. They will also be finding out about how sources of information can best be used to establish what we know about the Vikings. This will be explored via the key question - Were the Vikings really vicious?

To answer the key question they will focus on exploration of the following:

- The key features of Viking life.
- Who were the Vikings?
- Where did they come from?
- When did they threaten and rule England?
- What were the Vikings good at and what made them good at conquering countries?
- What were the jobs that the Vikings did?

Physical Education

There are two areas of priority this term – dance and games. We will also be looking at Physical Health and Mental Wellbeing.

Children will also develop their existing knowledge and skills:

- about the importance of sleep and how it contributes to a healthy lifestyle;
- about the benefits of being outdoors and in the sun for physical and mental health.

Religious Education

During R.E., we will be exploring Judaism (Spring 1) using the key question – ‘Why do Jewish people go to the synagogue?’. After that, we will be exploring Christianity (Spring 2) and our key question will be ‘Why is the The Last Supper so important to Christians?’.

Art (Spring 1)

Our main focus will be ‘**Exploring Local Artists**’. This will be linked to Chris and Steve Rocks, who are local artists from Spennymoor, and Geoff Lockey, who paints, in the North East of England.

The children will also make links to the English artist, Turner. The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will aim to improve their mastery of art and design techniques, including drawing and painting, with a range of materials. Examples of which will include, watercolour, oil pastels, pencil, charcoal and paint. They will also explore great artists, architects and designers in history.

Music (Spring 2)

Our starting point will be The Fresh Prince of Bel-Air, using the Yumu (Charanga) resources.

Our main focus will be experimenting with selecting, creating and combining different sounds. Later in the term, we will be performing in solo and ensemble contexts in parts and unison.

French (Spring 1)

This term, the children will be writing sentences which will describe animals. They will say the names of domestic and farm animals and translate a story from French to English.

Design and Technology (Spring 2)

We will be focusing on Structures and Mechanisms by asking the key question - How can we make UK holidays more appealing to children?

We will aim to design, make and evaluate a prototype for a carousel ride for younger children. This ride must have the potential to entertain children and help boost sales, at a busy seaside resort.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be to:

- understand that there are basic **human rights** shared by all peoples and all societies;
- extend their knowledge of the Convention on the Rights of the Child;
- be able to identify a wide variety of Articles in the Convention on the Rights of the Child;
- understand that children's rights are universal, inalienable, inherent and unconditional, and that their own rights and the rights of others should be respected;
- listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view;
- develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves;
- be able to articulate and use their Learning Powers and embed a Growth Mind Set;
- know about basic hygiene routines, e.g. hand washing.

In Spring 1, we will focus on Media literacy and Digital Resilience - How information online is targeted; different media types, their role and impact.

Children will find out about:

- a variety of different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.
- basic strategies to assess whether content online/offline (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.
- that some media and online content promote stereotypes.

During Spring 2, we will focus on Keeping Safe - Keeping safe in different situations, including responding in emergencies, first aid and FGM.

Children will find out about:

- how to identify when situations are becoming risky, unsafe or an emergency.
- about occasions where they can help take responsibility for their own safety.

- how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.
- how to deal with common injuries using basic first aid techniques.
- how to respond in an emergency, including when and how to contact different emergency services.
- that female genital mutilation (FGM) is against British law.
- what to do and whom to tell if they think they or someone they know might be at risk of FGM.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Growth Mindset Tree.

Should you have any questions about your child's learning, please contact the School Office.