



Our Learning in Year 5

Spring Term

English

Our learning will include the following texts:

- The Canterville Ghost, by Oscar Wilde;
- Great Adventurers, by Alastair Humphreys;
- Viking Voyagers, by Jack Trite;
- Thor's Hammer, by Shanrukh Husain.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

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. Planned phonics sessions take place where required.

English – Grammar, Punctuation and Spelling (GPS) and Writing

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.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • uses <u>modal verbs</u> to indicate degrees of possibility (understands what a modal verb is); • to understand and demonstrate how to convert nouns into verbs; • recognises and names semi colons, dashes and colons; • identifies and uses adverbs to indicate degrees of possibility; • understands and identifies parenthesis; • understands and uses dashes; • understands and uses brackets; • uses a thesaurus to refine word choice. 	<ul style="list-style-type: none"> • links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before); • selects appropriate formats and forms to suit audience and purpose; • uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere; • edits own work and offers suggestions to others to improve the impact and effect of writing; • proof reads own work for spelling and punctuation errors.

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 Rules

1. Words that are adverbs of time
2. Words ending in '-fer'
3. Words with 'silent' first letters
4. Words with 'silent' letters
5. Challenge Words
6. Words spelled with 'ie' after c
7. Words where 'ei' makes an /ee/ sound
8. Words where 'ough' makes an /or/ sound
9. Words containing 'ough'
10. Adverbs of possibility and frequency
11. Challenge Words

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 form to the other and write mathematical statements > 1 as a mixed number
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
Spring 2 – S2:
read and write decimal numbers as fractions
recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
read, write, order and compare numbers with up to 3 decimal places
multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
solve problems involving number up to 3 decimal places
recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"> • 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.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. 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', using the question: 'Why is the learning of chemistry important?'

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will learn 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).

Alongside 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). The children will also be using software to make a radio jingle (Spring 2).

Geography

In Geography, we will be looking at the question: 'Where could we go? Fantastic journeys around the world.' The children will learn where places are located and why they are there, and about key countries and features of the world, including UNESCO World Heritage sites of international significance.

They will focus on:

- physical geography at a global scale including climate zones and biomes;

- understanding the interaction of climate with landscape and development and the role of climate in vegetation;
- using globes and world maps to locate places via lines of longitude and latitude;
- beginning to know six figure grid references.

History

In History, the 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, the children 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 ('What's so Funny?') and Games ('Zone Cricket').

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 and Design

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.

Music

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

During 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

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;
- to extend children's knowledge of the Convention on the Rights of the Child;
- to be able to identify a wide variety of Articles in the Convention on the Rights of the Child;

- to understand that children's rights are universal, inalienable, inherent and unconditional, and that their own rights and the rights of others should be respected;
- to 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;
- to 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;
- to be able to articulate and use their Learning Powers and embed a Growth Mind Set;
- to 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.

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

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