



## Our Learning in Year 5

### Summer Term

#### English

Our learning will include the following texts:

- The Mysteries of Harris Burdick, by Chris Van Allsburg;
- The Things I Love About Trees, by Christine Butterworth;
- Mr. William Shakespeare's Plays, by Marcia Williams;
- Boy, by Roald Dahl.

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"> <li>• uses modal verbs and adverbs to indicate degrees of possibility;</li> <li>• punctuates direct speech, using commas after the reporting clause and new speaker/new line – correct in most pieces of writing;</li> <li>• uses commas to clarify meaning and avoid ambiguity;</li> <li>• chooses vocabulary to complement purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own;</li> <li>• uses devices to build cohesion within and across paragraphs;</li> <li>• shows a growing awareness of how authors develop character and setting, including through the use of dialogue;</li> <li>• begins to précis longer passages;</li> <li>• makes effective changes when editing own and others' work.</li> </ul>

## 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.

### Summer Term Year 5 Spelling Rules

1. Words that are homophones or near homophones
2. Words that are homophones
3. Words that are homophones
4. Words that are homophones or near homophones
5. Words that are homophones or near homophones
6. Challenge Words
7. Words with hyphens
8. Challenge Words
9. Revision: Year 5 words
10. Revision: Year 5 words
11. Revision: Year 5 words
12. Revision: Year 5 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.

### Summer Term Y5 Maths Objectives

<b>Summer 1 – S3:</b>
identify 3-D shapes, including cubes and other cuboids, from 2-D representations
know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
draw given angles, and measure them in degrees ( $^{\circ}$ )
identify: angles at a point and 1 whole turn (total $360^{\circ}$ ); angles at a point on a straight line and half a turn (total $180^{\circ}$ ); other multiples of $90^{\circ}$
use the properties of rectangles to deduce related facts and find missing lengths and angles
distinguish between regular and irregular polygons based on reasoning about equal sides and angles
identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
<b>Summer 2 – S4:</b>
convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
calculate and compare the area of rectangles (including squares), including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ), and estimate the area of irregular shapes
estimate volume [for example, using $1\text{ cm}^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water]
solve problems involving converting between units of time
use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
solve comparison, sum and difference problems using information presented in a line graph
complete, read and interpret information in tables, including timetables
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"><li>• test a statement.</li><li>• make up an example to prove or disprove a statement.</li></ul>

- 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 'Living Things and their Habitats' (Summer 1) and 'Animals, including Humans' (Summer 2).

When learning about 'Living Things and their Habitats', we will focus on the question: 'Do all animals and plants start life as an egg?' The children will learn to describe the differences in the lifecycle of a mammal, an amphibian, an insect and a bird. They will also learn to describe the life process of reproduction in some plants and animals.

When learning about 'Animals, including Humans', we will consider the question: 'Why is communication important as a scientist and a human?' The children will learn about the changes as humans develop to old age. They will also learn about the physical and emotional changes that take place during puberty.

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 understand how apps may request payments and that they need to seek permission before buying any in-app purchases (Summer 1). They will also learn how their digital footprint can affect their online reputation (Summer 2).

Alongside this, we will be looking at using software to understand how to control devices (Summer 1) and the children will be creating their own block-based programming using variables and conditional (Summer 2).

## **Geography**

In Geography, the children will develop their understanding of where their food comes from.

They will focus on:

- the origins of key foods, developing their knowledge of resources, industry, farming, trade and employment;
- the use of resources and how people interact with the environment and associated issues/impact;
- using mathematical skills in Geography.

## **History**

In History, the children will focus on the question: 'Who was making history in faraway places in the year 1000?'

Our question will be answered by looking at the Mayans, a non-European society that provides contrast to British history. Through this we intend learning about chronology (developing terminology of periods), contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, the use of primary sources and identification of key points in historical interpretations. Key features of the civilisation will be compared to Britain at the same time.

## **Physical Education**

There are two areas of priority this term: Outdoor and Adventurous Activity in Summer 1 ('Crystal Star Challenge') and Athletics ('Jump Challenge') in Summer 2. The children will complete an orienteering challenge using their own maps and plans in Summer 1. In Athletics, the children will develop their ability to perform a range of jumps showing control, power and consistency at both take-off and landing.

We will also be looking at Physical Health and Mental Wellbeing.

The children will develop their existing knowledge and skills:

- about how a lack of sleep can be detrimental to physical and mental health;
- about how and when to seek support including which adults to speak to in school if they are worried about their health.

## **Religious Education**

During R.E., we will be exploring Inter-Faith using a key question: 'Why should people with religious faith care about the environment?' The children will gain knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. They will ask questions raised by these teachings and actions. They will express views on these questions, give sound reasons to support these views and give reasons to support opposing views. The children will also reflect on their own feelings and values in relation to care for the natural world.

## **Art**

Our main focus will be 'Being an Architect'. This will be linked to Arthur Timothy, who is an architect with extensive experience in the design of commercial, residential and leisure projects in the United Kingdom and overseas. 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 sculpture, with a range of materials;
- learn about great artists, architects and designers in history.

## **Music**

Our main focus will be composition for performance.

Our starting points will be 'Dancing in the Street' and 'Reflect, Rewind and Replay'. In the former, using the Yumu (Charanga) resources to identify the style indicators of Motown and perform in an ensemble. In the latter, appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## **French**

This term, the children will be learning to read, say and write the names of the rooms in a school, school items and the subjects.

## **Design and Technology**

We will be focusing on Cooking and Nutrition by asking the key question: 'Should we eat less meat?' We will aim to design, make and evaluate a delicious savoury, vegetarian product for busy working people that can be purchased and eaten quickly as a lunch.

## **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.

Our focus areas will be:

- Belonging to a Community: protecting the environment; compassion towards others;
- Money and Work: identifying job interests and aspirations; what influences career choices; workplace stereotypes;
- Relationships: growing and changing;
- Transition.



## **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.