

Our Learning in Year 5

Summer Term

English

Our learning will include the following texts:

- 'Wreck of the Zanzibar', an adventure story by Michael Morpurgo;
- 'Windrush Child', a poem by John Agard which will be supplemented by a range of other poetry;
- 'Team Challenge', by Comprehension Express which contains several different text types.

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 – Summer 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. • I can use the perfect form of verbs to mark relationships of time and cause. • I can use modal verbs or adverbs to indicate possibility: should, could, may, will etc.
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.
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. • I can add brackets, dashes or commas to embedded clauses. <p>Introducing:</p> <ul style="list-style-type: none"> • I can use a semi-colon, colon and dash.
Terminology for Children	<ul style="list-style-type: none"> • colon • semi-colon • 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.

Summer Term Year 5 Spelling Words

Spellings to Learn at Home Summer Term 1 – Year 5 Words					
Common Exception Words (Words that don't stick to a spelling rule or pattern.)					
Week Beginning 12 th April 2021		Week Beginning 19 th April 2021		Week Beginning 26 th April 2021	
equipped equipment especially exaggerate excellent existence explanation	government guarantee harass hindrance identity	ought bought thought nought brought fought	thorough borough plough official special artificial partial confidential essential	observant observance observation expectant expectation hesitant hesitancy hesitation tolerant tolerance	toleration substance substantial referring referred referral preferring preferred transferring transferred
Shakespeare and More List 28					
Week Beginning 4 th May 2021		Week Beginning 10 th May 2021		Week Beginning 17 th May 2021	Week Beginning 24 th May 2021
advice advise device devise licence license practice practise prophecy propesy	vicious precious conscious delicious malicious suspicious ambitious cautious fictitious infectious	nutritious innocent innocence decent decency frequent frequency confident confidence (confidential) assistant (application)	assistance obedient obedience independent independence adorable adorably (adoration) applicable applicably	vicious precious conscious delicious malicious suspicious ambitious cautious fictitious infectious nutritious farther further father guessed guest	past passed precede proceed principal principle profit prophet stationary stationery steal steel wary weary

				heard herd led lead morning mourning	who's whose aisle isle aloud allowed affect effect
--	--	--	--	---	---

Shakespeare and More Spelling Wordlist 28-30

Spellings to Learn at Home Summer Term 2 – Year 5 Words

Please note there are a lot of spellings for each week but only the words in bold are new – all other words are revision.

Common Exception Words (Words that don't stick to a spelling rule or pattern.)

Week Beginning 7 th June 2021		Week Beginning 14 th June 2021		Week Beginning 21 st June 2021	
<u>Revision</u>	<u>New Words</u>	<u>Revision</u>	<u>New Words</u>	<u>Revision</u>	<u>New Words</u>
ought bought thought nought brought fought rough tough enough cough though although dough through thorough borough plough	changeable noticeable forcible legible dependable comfortable understandable reasonable enjoyable reliable	hesitant hesitancy (hesitation) tolerant tolerance (toleration) substance (substantial) referring referred referral preferring preferred transferring transferred	changeable noticeable forcible legible dependable comfortable understandable reasonable enjoyable reliable	advice advise device devise licence license practice practise prophecy prophecy vicious precious, conscious delicious malicious suspicious ambitious cautious fictitious infectious nutritious	reference referee preference transference co-ordinate re-enter co-operate co-own

Shakespeare and More List 28

Week Beginning 28 th June 2021		Week Beginning 5 th July 2021		Week Beginning 12 th July 2021	
<u>New Words</u>	<u>Revision</u>	<u>Revision</u>	<u>Revision</u>	<u>Revision</u>	<u>Revision</u>
deceive conceive receive perceive ceiling altar alter	vicious precious conscious delicious malicious suspicious ambitious	precede proceed principal principle profit prophet	official special artificial partial confidential essential observant	innocent innocence decent decency frequent frequency	adorable adorably (adoration) applicable applicably (application)

ascent assent	cautious fictitious infectious nutritious	stationary stationery	observance observation)	confident confidence (confidential)	considerable considerably (consideration)
bridal bridle	farther further father	steal steel	expectant (expectation)	assistant assistance	tolerable tolerably (toleration)
cereal serial	guessed guest heard herd led lead morning mourning past passed terrible terribly visible visibly incredible incredibly sensible sensibly	wary weary	hesitant hesitancy (hesitation) tolerant tolerance (toleration) substance (substantial) referring referred referral preferring preferred transferring transferred	obedient obedience independent independence	who's whose aisle isle aloud allowed affect effect possible possibly horrible horribly

Activities associated with the words that they 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

Summer 1 – S3:
Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.
Draw given angles, measuring them in degrees (°).
Identify: Angles at a point and 1 whole turn, angles at a point on a straight line and $\frac{1}{2}$ a turn, and other multiples of 90° .
Identify 3-D shapes, including cubes and cuboids, from 2-D representations.
Use the properties of a rectangle 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.
Summer 2 – S4:
Convert between different units of measure (e.g. km and m; cm and m; cm and mm; gram and kilogram; litre and millilitre).
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
Establish whether a number up to 100 is prime and recall prime numbers up to 19.
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
Calculate and compare the area of shapes including using standard units, (cm^2) and (m^2) and estimate the area of irregular shapes.
Estimate volume (e.g. using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (e.g. using water).
Use all operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation and conversion.
When solving reasoning and problem solving challenges, test a statement.
When solving reasoning and problem solving challenges make up an example to prove or disprove a statement.
When solving reasoning and problem solving challenges, communicate results clearly and systematically.
When solving reasoning and problem solving challenges, identify how calculations, facts and ideas are connected.
When solving reasoning and problem solving challenges, find all possible answers.
<p>Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:</p> <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. <p>These challenges should be linked to the termly objectives above – examples can be found in NCETM Reasoning Frameworks.</p> <p>It is important to review objectives from the previous year groups, so that knowledge is maintained and can be built upon.</p>

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?' 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, 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, the 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 apps may request payments and that they need to seek permission before purchasing any in-app purchases (Summer 1). Children 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 children will be creating their own block-based programming using variables and conditional (Summer 2).

Geography (Summer 2)

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

They will focus on:

- the origins of key foods, developing 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 (Summer 1)

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, 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 (Summer 1) and Athletics (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.

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 (Summer 1)

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 (Summer 2)

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 (Summer 1)

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 (Summer 2)

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;
- 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 Summer 1, we will start with a focus on Belonging to a Community - Protecting the environment; compassion towards others.

Children will find out about:

- how resources are allocated and the effect this has on individuals, communities and the environment;
- the importance of protecting the environment and how everyday actions can either support or damage it;
- how to show compassion for the environment, animals and other living things.
- the way that money is spent and how it affects the environment;
- how to express their own opinions about their responsibility towards the environment.

After that, our focus will be Money and Work - Identifying job interests and aspirations; what influences career choices; workplace stereotypes.

Children will find out about:

- jobs that they might like to do in the future;
- the role ambition can play in achieving a future career;

- how or why someone might choose a certain career;
- what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values;
- the importance of diversity and inclusion to promote people's career opportunities;
- stereotyping in the workplace, its impact and how to challenge it;
- that there is a variety of routes into work e.g. college, apprenticeships, university, training.

During Summer 2, we will focus on Relationships - Growing and Changing: (Links to Science: 'Animals, including Humans' - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty).

Children will find out about:

- how to recognise negative feelings and appreciate them – keeping physically and mentally healthy.
- understand how to deal with negative feelings – puberty (bodily changes and emotional changes).
- how to offer help and advice to people in difficult situations – introduction to puberty (bodily changes and personal hygiene).
- developing the skills needed to deal with different situations themselves – introduction to puberty (bodily changes including menstruation).

Later in the term, we will focus on Transition and the children will find out how to prepare to move to a new class and how to set goals for the next year.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning and questioning 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.