

Curriculum Newsletter Summer Term 2022 – Year 5

Topic

Term	Topic
Autumn Term	Local History –Palaces/Earth and Beyond/Forces
Spring Term	Materials/Crime and Punishment
Summer Term	Living Things - Animals and Humans/Ancient Egyptians

RE

This term we will be studying the three themes:

Topic 1 - **TRANSFORMATION** – Celebration of the Spirit’s transforming power.

Topic 2 – **FREEDOM AND RESPONSIBILITY** – Commandments enable Christians to be free and responsible.

Topic 3 - **STEWARDSHIP** – The Church is called to stewardship of God’s Creation.

English

Reading

We will be reading the fiction books, ‘**Clockwork or All Wound Up**’ and then ‘**Casting the Gods Adrift**’, a variety of poetry, as well as non-fiction texts. We will discuss key features of texts and the differences between various types of books and their layouts. In school, reading includes independent reading and whole class reading. For maximum progress to be made, it is vital that children are still reading with an adult on a daily basis at home and continue to record this in their school diary.

Writing

We will look at a variety of literature and their key features, learning to recognise and use these within our own writing. This term we will be learning to write effectively in the following genres:

Narrative: Traditional Stories and Stories from Other Cultures

Non-Fiction: Instructions – linked to Egyptian topic

Poetry: Various types of poems including free verse, rhyme and narrative. Writing and performing poetry.

Grammar and Punctuation

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]. Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonym, antonym, collective noun

Mathematics

The 2014 National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Summer 1:

- Read, write, order and compare numbers to at least 500,000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Round any number up to 500 000 to the nearest 10, 100, 1000, 10,000 and 100,000
- Solve number problems and practical problems that involve all of the above.
- Interpret negative numbers in context.
- Count forwards and backwards with positive whole numbers, including zero.
- Read Roman numerals to 1000(M) and recognise years written in Roman numerals.
- Solve problems involving units of time.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Calculate and compare the area of rectangles.
- Identify multiples and factors, including all factor pairs, and common factors of two numbers.
- Estimate the volume of cuboids.
- Read, write, order and compare numbers to at least 1 000,000 and determine the value of each digit.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- Compare and order fractions whose denominators are all multiples of the same number.
- Recognise mixed numbers and improper fractions and convert one form to the other.
- 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.
- Read, write, order and compare numbers with up to three decimal places.

Summer 2:

- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than four digits, including formal written methods.
- Solve addition and subtraction multi-step problems in contexts, deciding which operation and methods to use and why.
- Convert between different units of metric measure.
- Use addition and subtraction to solve problems involving measurement.
- Solve problems involving time.
- Recognise mixed numbers and improper fractions and convert one form to the other.
- Add and subtract fractions with the same denominator.
- Start to solve comparison, sum and difference problems using information in a line graph.
- Compare and order fractions whose denominators are all multiples of the same number.
- Multiply fractions by whole numbers.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred' and write percentage as a fractions with denominator 100, and as a decimal.

- Identify, name and write equivalent fractions of tenths and hundredths.
- Identify multiples and factors, including all factor pairs, and common factors of two numbers.
- Solve problems involving multiplication and division.
- Multiply and divide numbers mentally drawing upon known facts.
- Solve problems involving all of the four operations.
- Multiply numbers up to four digits by a single - or 2-digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to four digits by a single-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Topic

Science - we are learning about: i) Life cycles ii) Plants and animals reproduction

History and geography – We will be studying the Ancient Egyptians i) Analysing archaeological discoveries ii) Legacy

Art - We will explore the influence of Ancient Egypt and their fascination with nature and hieroglyphics.

D.T. - We will be relief printing, creating and producing a print which may be replicated, this will be linked to our Egyptian topic.

In **Music** - we will be continuing to learn to play the recorder.

In **RHE** we will cover the following topics:

- Calming the Storm
- Is God Calling You?
- Under Pressure
- Do You Want a Piece of Cake?
- Self-Talk
- Sharing Isn't Always Caring
- Cyberbullying
- Types of Abuse
- Impacted Lifestyles
- Making Good Choices
- Giving Assistance
- The Trinity
- Catholic Social Teaching
- Reaching Out

Dates

- June 9th - Egyptian workshop

Please refer to the fortnightly newsletter for all relevant dates

Weekly Lessons

- Monday: PE Lesson/ Swimming
- Thursday: Music
- Friday: PE Lesson

Communication with parents

It is very important to us as a school that we work in partnership with parents. Therefore we welcome any feedback you can give us about your child and their experience in school; if you have any concerns or worries please send a message through the office to your child's class teacher or alternatively you can contact Miss Spicer and Miss Wright or directly via ClassDojo.