

## Year 5 - Spring Curriculum Newsletter

Dear all,  
Happy new year! We hope you all had a wonderful Christmas.

This letter will inform you of all the exciting things your child will be learning about, over the next two half terms, up until Easter.

General Reminders:

Children must bring the following equipment into school every day:

- A reading book
- Home school diary
- Bottle of water
- Coat/rain jacket

All of the stationary that the children will need is provided by the school. Please can I kindly request that pencil cases are not brought into school as we have limited space on our desks and this reduces the risk of anything special being broken.

Please ensure that your child is reading at home **at least 4 times a week** and that this is **noted in your child's home school diary** daily. The home school diary is also the place for any important notes, especially regarding a change in pick-up arrangements. The home school diaries are checked regularly in school.

Please ensure that your child has the correct uniform every day and that all of your child's belongings (including P.E. kit) are clearly labelled with their name.

P.E. will be on **Thursday** and **Friday** afternoons.

Times Tables will be tested on **Fridays** and spelling homework will **go home on a Thursday - due back in the following Thursday**. Children should practise times tables daily.

# Curriculum:







## R.E.

### **Branch 3: Galilee to Jerusalem**

In this branch, pupils will explore the 'new law' given by Jesus, his summary of the law of Moses, and the transfiguration of the Jesus, where the disciples Peter, James and John see him accompanied by Elijah, the greatest of the prophets and Moses, the giver of the Law. Pupils will also look at how Jesus shows the love of neighbour in action through one of his parables and the Our Father as the perfect prayer and summary of the whole gospel (CCC 2774).

### **Branch 4: Dessert to garden**

At the Ash Wednesday service, the priest places an ash cross on each person's forehead and says, 'Turn away from sin and believe in the Gospel' or 'Remember that you are dust, and to dust you shall return'. In this branch, pupils will explore the meaning of these words by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation.

Expected outcomes	Expected outcomes
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	 <b>Understand</b> By the end of this unit of study, pupils will be able to:
U5.3.1. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.	U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.
U5.3.2. Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christians today.	U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.
U5.3.3. Make simple links between the Beatitudes and the Ten Commandments.	U5.4.3. Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.
U5.3.4. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.	U5.4.4. Use specialist vocabulary to describe the term 'conscience'. (RVE)
U5.3.5. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.	U5.4.5. Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
U5.3.6. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching the Beatitudes.	U5.4.6. Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.3.1. Expressing a point of view about Jesus' great commandment as a rule for life.	D5.4.1. Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?
D5.3.2. Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.	D5.4.2. Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.
D5.3.3. Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.	 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	R5.4.1. Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change. (RVE)
R5.3.1. Reflecting on the mystery of the Transfiguration.	R5.4.3. Reflecting on the meaning of what they have learned for their own lives. (RVE)
R5.3.2. Reflecting on why Jesus invites us to call God 'Father'.	
R5.3.3. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.	
R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. (RVE)	

## English

We will continue to develop our comprehension and writing skills through the study of our class texts. We will also develop a greater understanding of Y5 grammar and punctuation.

Reading	Writing	SPAG
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence.	Identify and use layout devices e.g. bullet points, subheadings.	Identify and use brackets, commas and dashes to indicate parenthesis.
Predict what might happen from details stated and implied.	Identify and use cohesive devices across paragraphs e.g. fronted adverbials.	To identify and use relative pronouns and clauses.
Identify how language, structure and presentation contribute to meaning.	Create vivid imagery using similes, alliteration and metaphors.	To identify and use adverbials of time.
Ask questions to improve understanding.	Identify when to use informal and formal language and the differences between these.	To identify and use expanded noun phrases.
Identify themes and connections across books.	Identify audience for and purpose of the writing.	To identify and use modal verbs, determiners and dashes.

# Maths

This term we will be focusing on fractions, multiplication and division and decimals and percentages.

Fractions					
Find fractions equivalent to a unit fraction	Convert mixed numbers to improper fractions	Add fractions within 1	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.	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Find fractions equivalent to a non-unit fraction	Compare fractions less than 1	Add fractions with total greater than 1			
Recognise equivalent fractions	Order fractions less than 1	Add to a mixed number			
Convert improper fractions to mixed numbers	Compare and order fractions greater than 1	Add two mixed numbers			
	Add and subtract fractions with the same denominator	Subtract fractions			

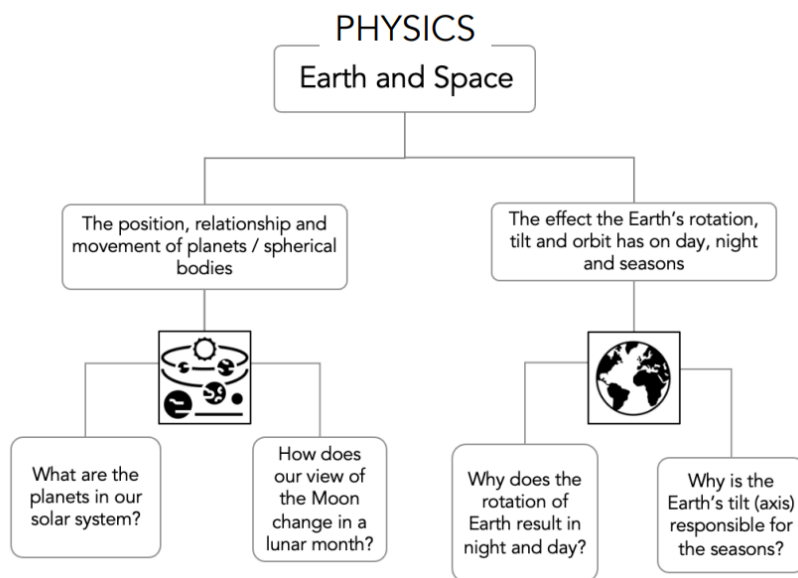
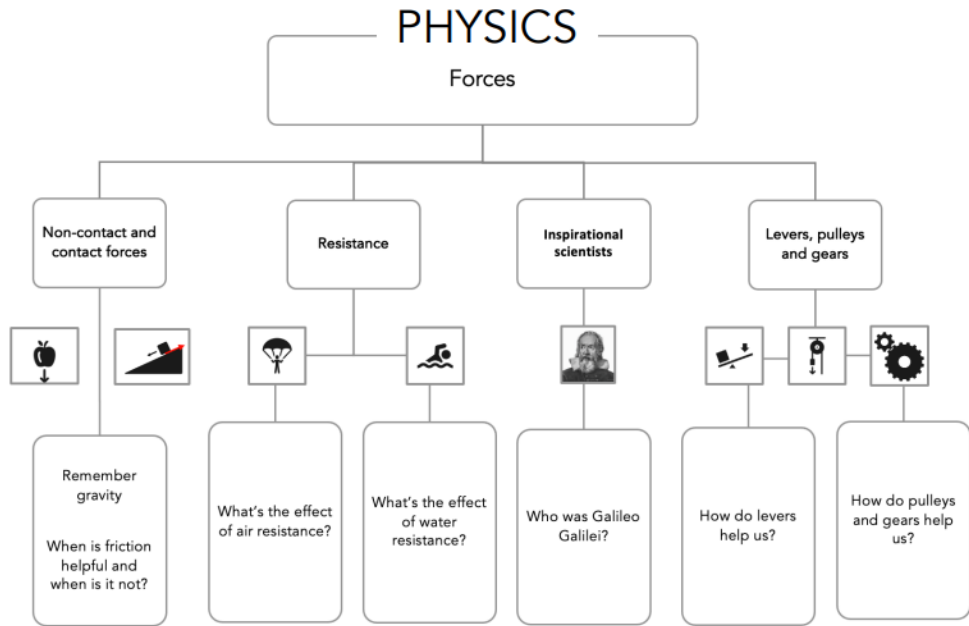
Multiplication and division	
Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number	Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division Pre/Post teach assessments

Fractions	
Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount	Find the whole Use fractions as operators Pre/Post teach assessments

Decimals		
Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places	Subtract decimals with the same number of decimal places Add decimals with different number of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000.	Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values Pre/Post teach assessment

# Science:

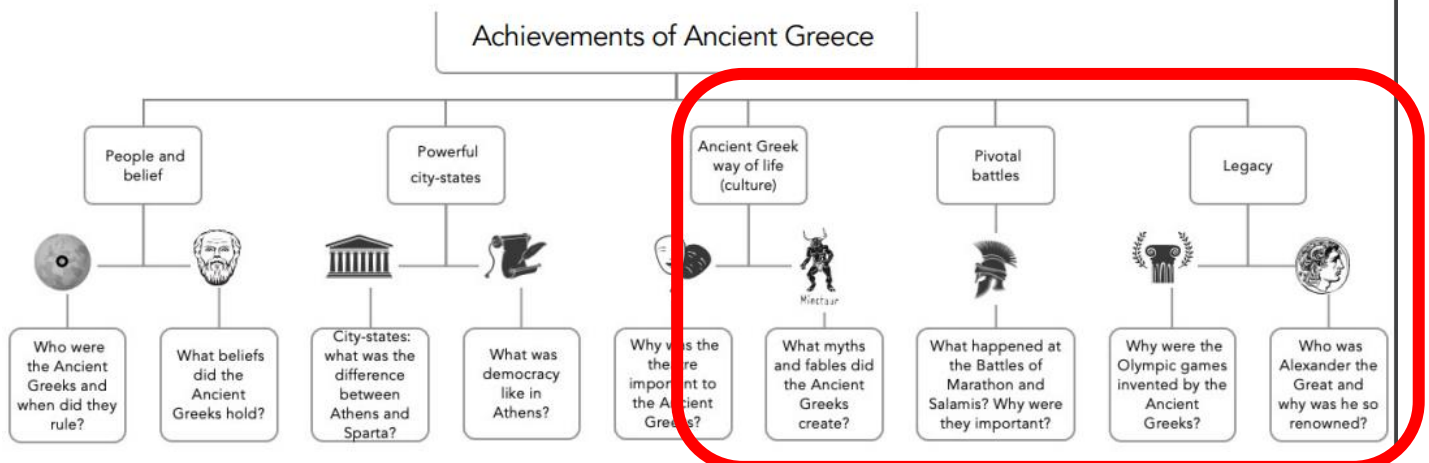
Our topic focus for this term is Forces and then Earth and Space.



# History:

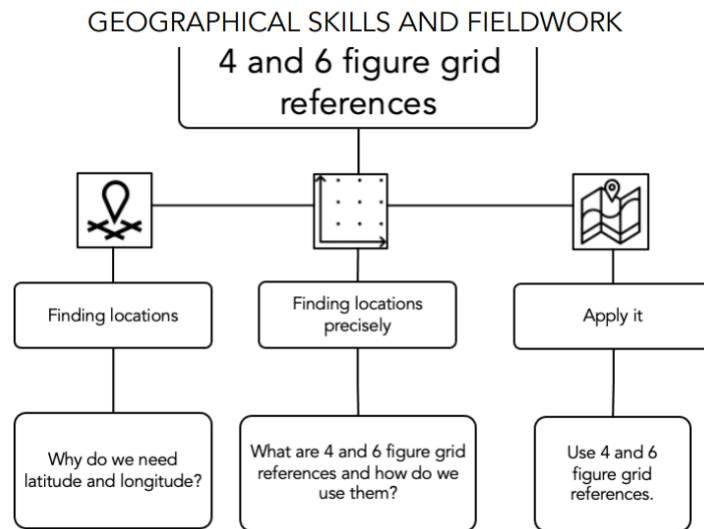
In History we will be continuing with our topic on the Ancient Greeks.

## CIVILISATION | POWER | DEMOCRACY | KNOWLEDGE



## Geography:

In Geography we will be learning about 4 and 6 figure grid references.



## Art:

In Art we will be learning about drawing and painting. We will be focusing on the pieces Blobs Grow In Beloved Gardens (1975) and Atlantis Submersion (1996 – 1998) by Friedensreich Hundertwasser.

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by <i>subtractive drawing</i> What abstract art is Lines can be used to suggest harmony	Combine drawing techniques, making informed decisions based on knowledge of what could happen Transfer and enlarge an image Work in the style of an artist

## DT:

In DT we will be learning about structures. We will be learning about Abraham Darby III (1750-1789) and looking at the construction of the Iron Bridge (1779).

At the end of this block, pupils will ...	
Know:	Be able to:
Engineers use a range of methods to strengthen and reinforce structures	Identify and describe ways that frames are strengthened and reinforced

## **Computing:**

<b><u>Learning focuses:</u></b>					
To identify that drawing tools can be used to produce different outcomes.	To create a vector drawing by combining shapes.	To use tools to increase the complexity of vector drawing to achieve a desired effect.	To recognise and change layers in vector drawings.	To select and duplicate multiple objects to develop a vector drawing.	To create a vector drawing for a specific purpose using the skills learnt.

## **PE**

Our focus for this term is on honing our skills in games. PE will be taught by Mrs Dyer on Thursdays (gymnastics) and Mr Hurd and Miss Southgate on Fridays (focus on social skills and being a good sportsperson).

## **Music**

Music will be taught by Mrs Dyer on Thursday mornings.

I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,

Miss Southgate