

## Year 5 curriculum information – summer term 2 2022

English	Maths	Science	Other curriculum areas
<p><b>Reading:</b> We will be developing reading fluency and expression, comprehension, inference and deduction skills and backing up opinions with evidence from a variety of high-quality text styles. Much of our learning will be based around the following texts: non-fiction research into plastics; and poetry from <b>The Lost Words</b> by Jackie Morris and Robert Macfarlane and <b>The Highwayman</b> by Alfred Noyes.</p> <p>These skills are developed further by weekly guided reading sessions, where children are supported in smaller groups with their teacher. Children are expected to read at home daily and parents are encouraged to hear their children and discuss what has been read, signing their child's reading records. Through the above, we aim to develop each child's love of reading, whilst exposing them to a range of reading genres.</p>	<p>Key maths concepts, arithmetic and reasoning skills are developed throughout all maths lessons. White Rose resources are used to support progression.</p> <p>Children are also expected to develop their recall and application of number bonds and times tables (up to x12) by the end of year 4. Half-termly maths challenges and regular times table practice using Times Tables Rock Stars are used to reinforce maths fluency.</p> <p>This half term, in year 5, children will cover:</p> <p><b>Geometry:</b> <b>Properties of shape:</b></p> <ul style="list-style-type: none"> <li>• Regular and irregular shapes</li> <li>• Reasoning about 3D shapes</li> </ul> <p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>• Draw and describe position</li> <li>• Translation</li> <li>• Lines of Symmetry</li> <li>• Reflection</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>• Metric units</li> <li>• Imperial units</li> <li>• Convert between units of time</li> <li>• Timetables</li> </ul> <p><b>Volume:</b></p> <ul style="list-style-type: none"> <li>• Compare and estimate volume</li> </ul>	<p>Scientific skills and concepts are embedded and developed in all science lessons and through a range of enquiry types.</p> <p>Children will also explore the following:</p> <p><b>Human changes and reproduction (biology):</b></p> <ul style="list-style-type: none"> <li>• Describe the life cycle of a human</li> <li>• Describe the changes as humans develop to old age, including: <ul style="list-style-type: none"> <li>○ Recognise the stages of growth and development in humans</li> <li>○ Understand changes and humans needs during stages of growth</li> <li>○ Physical and emotional changes related to puberty</li> </ul> </li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• To explore information sharing and privacy settings</li> <li>• Use spreadsheet formulas to solve maths' problems</li> <li>• Create animation incorporating movement and images</li> <li>• Online safety focus - general online safety reminders ready for the summer holidays</li> </ul> <p><b>Design and technology:</b> <b>Mechanical systems:</b></p> <ul style="list-style-type: none"> <li>• Research and apply understanding of <b>cams</b> to design, make and evaluate a moving toy for a younger child</li> </ul> <p><b>Our local heritage:</b> <b>Significant places and faces of our local area</b></p> <ul style="list-style-type: none"> <li>• Explore and interpret evidence to uncover the history of significant places and figures from our area</li> <li>• What can the census tell us about the past in our local area?</li> <li>• A field survey and analysis</li> </ul> <p><b>Music:</b> <b>Fun and fusion</b></p> <ul style="list-style-type: none"> <li>• Focus: traditions and rhythms</li> </ul> <p><b>Physical Education (PE):</b></p> <ul style="list-style-type: none"> <li>• Gymnastics; Athletics; Hit and field: rounders &amp; cricket</li> </ul> <p><b>PSHE:</b> <b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Growing and changing, including our identity</li> <li>• Puberty – taught through science. Please contact your class teacher if you would like further information.</li> <li>• Keeping safe - risks outside the home and basic first aid</li> </ul> <p><b>Religion:</b> <b>Islam: What does it mean to be a Muslim?</b></p> <ul style="list-style-type: none"> <li>• Explore and learn about and learn from the Islamic faith</li> <li>• Make connections between different religions by exploring practices, spiritual insights and shared values</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>• Access Duolingo and BBC Bitesize to keep up fluency with Spanish</li> </ul>
<p><b>Writing:</b> Our writing curriculum will focus on:</p> <ul style="list-style-type: none"> <li>• Engaging with a wide range of high-quality texts to support and develop writing across a variety of genres</li> <li>• Planning, drafting, writing, evaluating and editing</li> <li>• Writing legibly, fluently, with increasing speed</li> </ul> <p>Main writing outcomes include:</p> <ul style="list-style-type: none"> <li>• <b>Non-Fiction:</b> Writing a discussion text about whether plastics should be banned</li> <li>• <b>Poetry:</b> Writing an acrostic, nature-inspired poem, following structure of other poems in The Lost Words; writing a descriptive report, based on The Highway Man</li> </ul>			
<p><b>Grammar and punctuation:</b> <b>Spelling Shed's SPAG</b> scheme is used to support learning in school and at home, with specific focus for the year on the following:</p> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Clauses and phrases</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Linking ideas across paragraphs using adverbials of time, place and tense choice</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Brackets, dashes</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>			
<p><b>Spelling:</b> Children are taught spelling through the Spelling Shed scheme, with on-line home learning tasks being given weekly.</p>			
<p><b>What parents can do at home to help:</b></p> <ul style="list-style-type: none"> <li>• Check your child completes the weekly <b>Home Learning</b> tasks set by the class teacher.</li> <li>• Listen to your child <b>read daily</b> and update their Reading Record.</li> <li>• Remind your child to learn and practise their <b>spellings</b> regularly and to use Spelling Shed's on-line games to help practise tricky words too.</li> <li>• Look out for the half-termly <b>maths</b> challenges and <b>practise</b> those skills regularly too.</li> <li>• Help develop your child's fluency in their <b>times tables</b> up to 12x and associated division facts). Use Times Tables Rock Stars regularly for support.</li> </ul>	<p><b>Links to support learning and wellbeing:</b> Please ensure your child accesses all their school on-line learning accounts from home regularly. Any technical issues, please contact <a href="mailto:ICT@trafalgarfederation.org.uk">ICT@trafalgarfederation.org.uk</a> and for curriculum issues, contact your child's class teacher directly, using their specific class name, to <a href="mailto:classname@trafalgarfederation.org.uk">classname@trafalgarfederation.org.uk</a>.</p> <ul style="list-style-type: none"> <li>• <b>E-school:</b> J2e</li> <li>• <b>Maths:</b> Mathletics, Times Tables Rock Stars</li> <li>• <b>English:</b> Spelling Shed, Bug Club</li> <li>• <b>General:</b> BBC Bitesize</li> <li>• <b>Wellbeing:</b> Access the Wellbeing tile through E-school for various resources</li> </ul>		<p><b>Trips, visits and dates for your diary:</b></p> <ul style="list-style-type: none"> <li>• <b>Summer term:</b> Tuesday 19th April – Thursday 21st July 2022</li> <li>• <b>Visit to Twickenham Apiary:</b> 7<sup>th</sup> June (5A), 9<sup>th</sup> June (5J and 5AB)</li> <li>• <b>Visit to Marble Hill House and grounds</b> (dates to be confirmed)</li> <li>• <b>Residential trip to Juniper Hall:</b> 13<sup>th</sup>-15<sup>th</sup> July</li> </ul>