

## Year 5 - Summer Curriculum Newsletter

Dear all,

I hope you all had a lovely Easter break. I cannot believe that we are already in our final term of Year 5!

This letter will inform you of all the exciting things your child will be learning about, over the final part of our Year 5 journey.

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 **Tuesday** 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 5: To the ends of the Earth

In this branch, pupils will study the Sacrament of Confirmation, understanding its links with scripture from the words of the prophets through to the Acts. The Sacrament of Confirmation is one of the three sacraments of initiation of the Church. It recalls the Holy Spirit descending on the disciples at Pentecost. The word 'confirmation' comes from the Latin 'firmare', meaning to strengthen. In the Sacrament people are strengthened in faith through the power of the Holy Spirit, the gifts of the Spirit are increased. marks them permanently, imparting them grace – an invitation to live a life inspired by the Holy Spirit and the gifts needed for their ministry. In the Sacrament of Confirmation, the bishop extends his hands over the confirmands as a successor of the apostles.

### Branch 6: Dialogue and encounter

Pupils should recognise that the texts that Christians refer to as the Old Testament are texts of the Jewish religion. For Christians, they are 'old' as Jesus Christ fulfils a new covenant which the New Testament recounts. However, God's covenantal relationship with Abraham told in the book of Genesis remains and the texts of the Old Testament remain relevant to Christians. However, Christians read the Old Testament in the light of Christ, seeing signs of him in the words, actions, and deeds of the Old Testament. The Jewish religion does not share this interpretation and teachers may wish to highlight the importance of being respectful to different understandings of sacred text. This is the nature of understanding intercultural dialogue. The Church proclaims an understanding of Sacred Scripture as part of the revelation of God made complete in Jesus Christ while respecting that different religious and non-religious views may not share in the same revelation

#### Expected outcomes



#### Understand

By the end of this unit of study, pupils will be able to:



- U5.5.1. Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.
- U5.5.2. Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.
- U5.4.3. Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.
- U5.5.4. Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.
- U5.5.5. Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.
- U5.5.6. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.



#### Discern

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:

- D5.5.1. Saying what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.
- D5.5.2. Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for their answers.
- D5.5.3. Consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.



#### Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- R5.5.1. Reflecting on the links between the words *chrism* and *Christian* and discuss what it means for Christians to be anointed for Christ today.
- R5.5.2. Reflecting on how they can use their gifts to make a better world. (RVE)
- R5.5.3. Considering the gifts and virtues Christians need to be disciples today.

#### Expected outcomes



#### Understand

By the end of this unit of study, pupils will be able to:



- U5.6.1. Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.
- U5.6.2. Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.
- U5.6.3. Know that the Bible is translated from different languages into many languages. (RVE)
- U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)
- U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.



#### Discern

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:

- D5.6.1. Asking 'How can Sacred Scripture be "truth" if not everything in it is right?' (YOU CAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.
- D5.6.2. Exploring the place of Sacred Scripture in Jewish life today. (RVE)
- D5.6.3. Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)



#### Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- R5.6.1. Reflecting on the books that matter to them in their lives. (RVE)
- R5.6.2. Talking to others about their sacred texts and why they matter. (RVE)
- R5.6.3. Thinking and talking about ways of showing respect for sacred texts. (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
<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding.</p> <p>Identify themes and connections across books.</p>	<p>Identify and use layout devices e.g. bullet points, subheadings.</p> <p>Identify and use cohesive devices across paragraphs e.g. fronted adverbials.</p> <p>Create vivid imagery using similes, alliteration and metaphors.</p> <p>Identify when to use informal and formal language and the differences between these.</p> <p>Identify audience for and purpose of the writing.</p>	<p>Identify and use brackets, commas and dashes to indicate parenthesis.</p> <p>To identify and use relative pronouns and clauses.</p> <p>To identify and use adverbials of time.</p> <p>To identify and use expanded noun phrases.</p> <p>To identify and use modal verbs, determiners and dashes.</p>

# Maths

This term we will be focusing on fractions, decimals and percentages, area and perimeter, statistics and negative numbers.

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 and percentages		
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

Area and perimeter
Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area

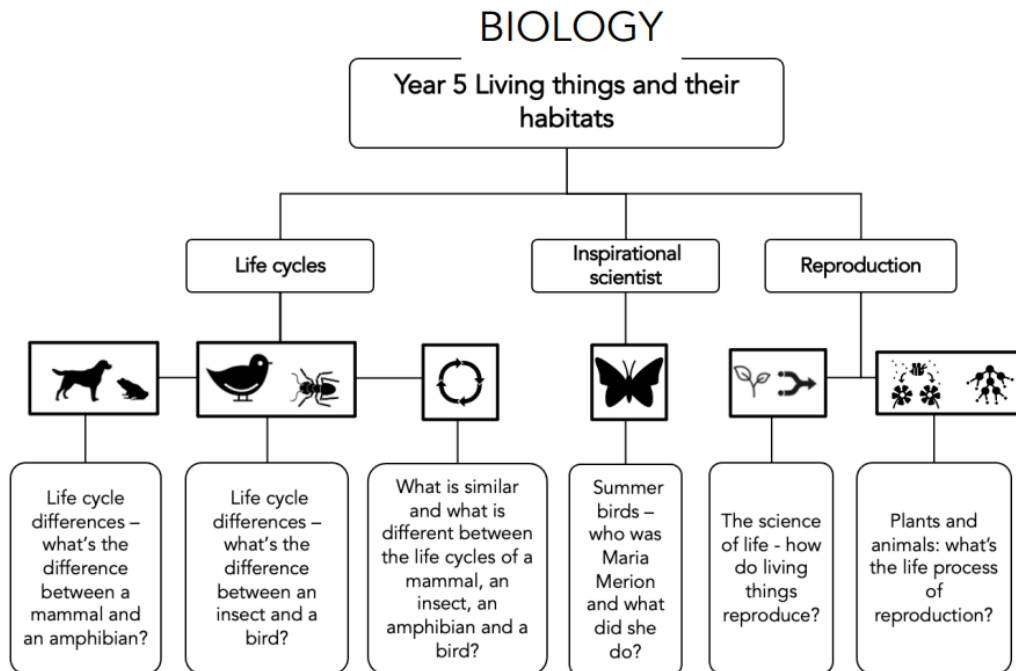
Statistics
Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables

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 numbers 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

Negative numbers
Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference

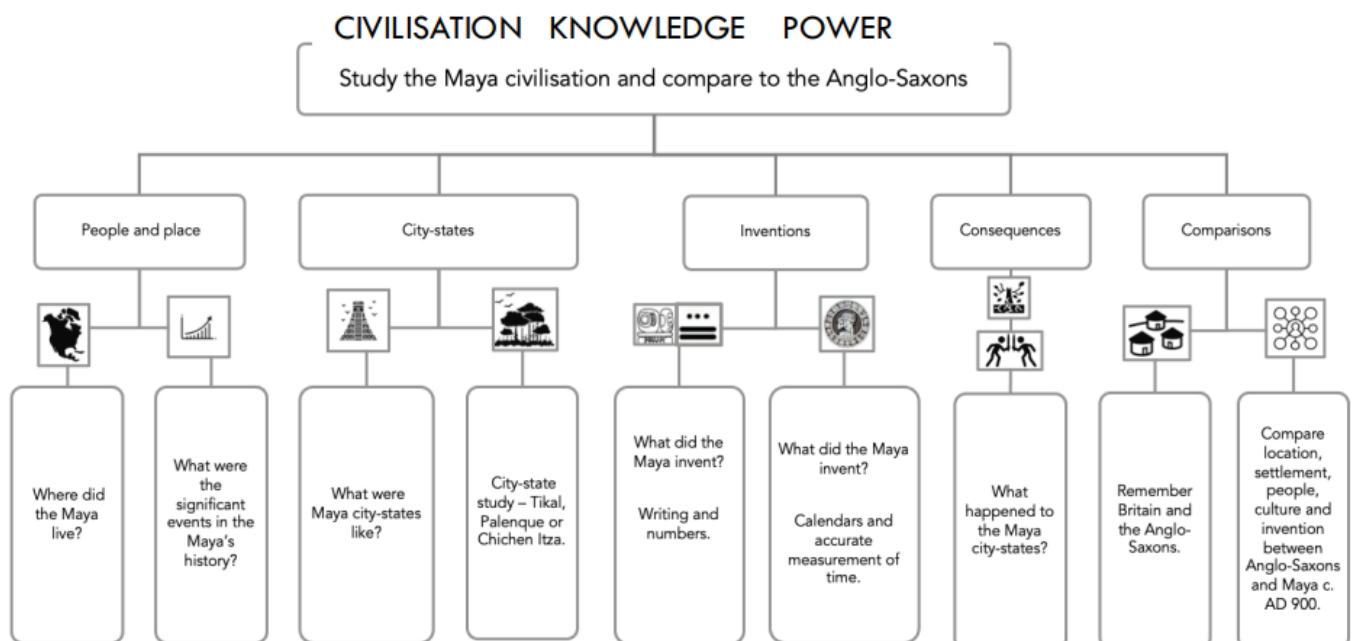
## Science:

Our topic focus for this term is living things and their habitats.



## History:

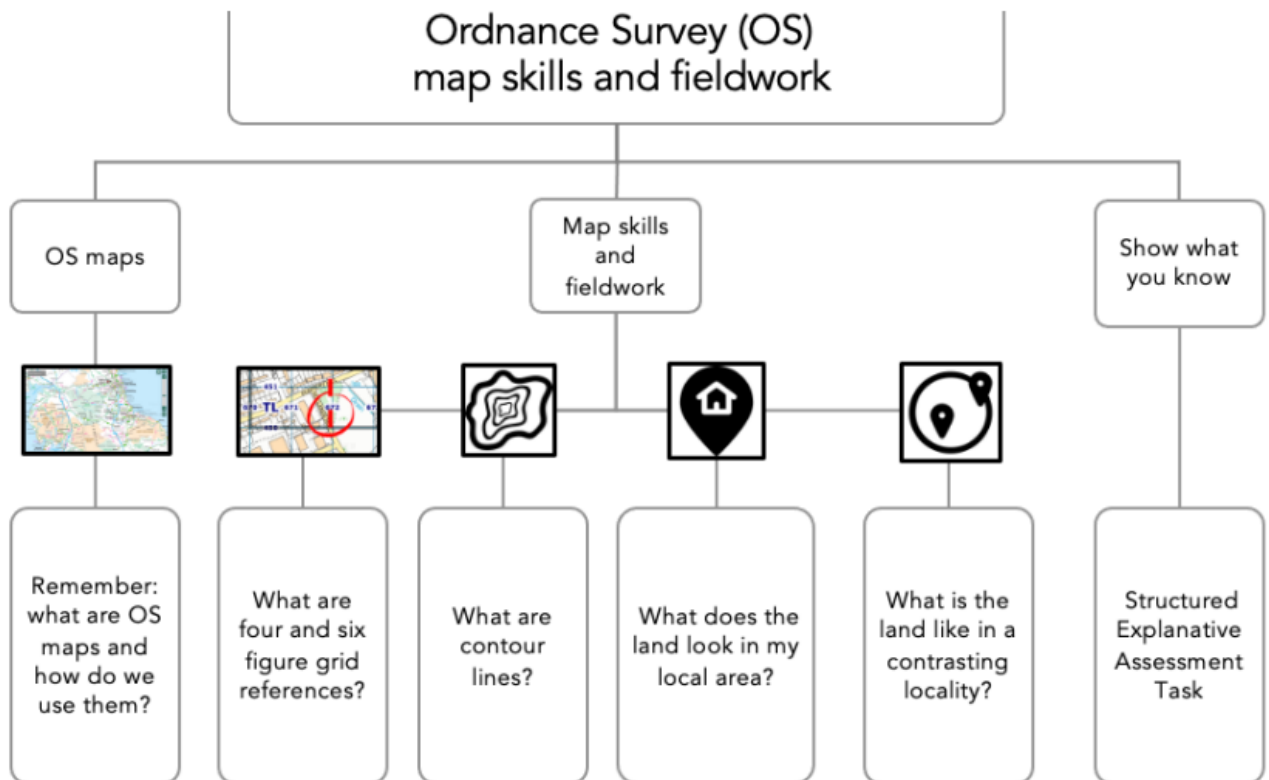
In History we will be continuing with our topic on the Maya civilisation and compare to the Anglo-Saxons.



## Geography:

In Geography we will be learning about Ordnance Survey (OS) map skills and fieldwork.

### GEOGRAPHICAL SKILLS AND FIELDWORK



## Art:

In Art we will be learning about 3D art. We will be focusing on the sculpture created by Barbara Hepworth.

At the end of this block, pupils will ...	
Know:	Be able to:
An armature can be used to create a piece of 3D art	Use armatures to produce 3D forms
Clay can be joined by a score and slip method	Join two or more pieces of clay

## **DT:**

In DT we will be learning about food and nutrition. We will be learning about the nutritional values of vegetables and creating a stir-fry.

At the end of this block, pupils will ...	
Know:	Be able to:
How foods can be used as medicines	Roll and shape ingredients
How eating food from different countries can help us be healthy	Slice and ribbon a range of vegetables Stir-fry vegetables

## **Computing:**

In Computing we will be learning about programming with a focus on selection in quizzes.

Learning focuses:					
To explain how selection is used in computer programs.	To relate that a conditional statement connects a condition to an outcome.	To explain how selection directs the flow of a program.	To design a program that uses selection.	To create a program that uses selection.	To evaluate my program.

## **PE**

Our focus for this term is on honing our skills in games. PE will be taught by Mrs Dyer on Tuesdays (invasion games) and Mr Hurd and Miss Southgate on Fridays (focus on cricket).

## **Music**

Music will be taught by Mrs Dyer on Tuesday afternoons.

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