

Our Teachers



Miss Gatton 5G



Mr Handson & Mrs Talley 5HT

Requests for help

1-1 readers, Better Maths Partners, practising times tables. By more specific, do you mean times and days of the week? If so, any morning between 8.45-9.15am.

If you would like to volunteer to help in school, please contact the office for details on DBS checks.

Newbridge Primary School

LEARNING IN YEAR 5 TERM 6 2021-2022

The start of the school day

All pupils need to be in the classroom by 8:55am and can come in from 8:45am.

If for any reason you are late bringing your child to school, please proceed to the office and sign them in.

If your child is ill, please contact the office on each day of absence.

Equipment your child needs every day

- A filled water bottle
- Back pack, reading book, homework folder, PE Kit.
- Reading Record, a coat.
- A school uniform in line with the school code of dress and named.
- A packed lunch, if your child usually has one.

Our Teaching Assistants



Mrs Dennis



Mr Ward



Mr Burton

Upcoming Dates

Wednesday 29th June:
Upper School Sports Day

Thursday 7th July - Moving On Afternoon

Please find a link to the
[NATIONAL CURRICULUM](#)

LEARNING IN YEAR 5 - TERM 6 2021-2022

English

Writing to Entertain:

Recount of our trip to Great Wood

- I can identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for my own.
- I can use commas to clarify meaning or avoid ambiguity in writing.
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- I can use expanded noun phrases to convey complicated information concisely.
- I can begin sentences in a range of different ways.

Writing to inform:

Thank you letters for the staff at Great Wood

- I can ask questions to improve my understanding
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Writing to persuade:

Leaflet about residential trips and the benefits for all children

- I can use a wide range of devices to build cohesion within and across paragraphs
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- I can use modal verbs or adverbs to indicate degrees of possibility
- I can use brackets, dashes or commas to indicate parenthesis

Spellings:

homophones, silent letter 'b', silent letter 't', suffix ible, suffix able, adding suffixes ibly and ably

History

- None taught this term

Art

- I can create observational art using oil pastels
- I can focus on composition using view finders
- I can respond to and assess critically artwork by famous artists
- I can use tone, light and shade in my drawings

Physical Education

Field games:

- I can strike a bowled ball
- I can use a range of fielding skills
- I can choose tactics for different situations
- I can understand the rules of the game and use them to play fairly

Athletics:

- Develop flexibility, strength, technique, control and balance through a range of events

Modern Foreign Language

French:

Vocabulary about names of family

- I can sing and know the alphabet in French.
- I can spell out names using French letter pronunciation.
- I can say the names of family and be able to describe brothers, sisters, parents, grandparents etc.

British Values

- Respect for those with different faiths and beliefs and for those without faith.

Drama

- The art of stories. The children will create their own stories and decide how to best to dramatise it. This will be carried out in groups.

Science

Animals including Humans:

- I can describe the changes as humans develop to old age.

Properties and Changes of Materials:

- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), form a solution, and describe how to recover a substance from a solution.
- I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- I can demonstrate that dissolving, mixing and changes of state are reversible changes
- I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Computing

Data Handling:

I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

E-safety:

- I can use technology safely, respectfully and responsibly.

Religious Education

Christianity:

- I can understand how Christians show their commitment to God and to evaluate if there is a best way.
- I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
- I can explain why I think some ways of showing commitment to God would be better than others for Christians.

PSHE

Changing Me:

- I am aware of my own self-image and how my body image fits into that.
- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
- I can describe how boys' and girls' bodies change during puberty.
- I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
- I can identify what I am looking forward to when I move to my next class.

Music

- I can sing in a vocal percussion style.
- I can listen to drum patterns and riffs, and copy them on voices, instruments, and clapping rhythms
- I can play drum patterns, bass lines, and riffs on a variety of instruments as part of a group
- I can compose groove-based pieces, demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs

Mathematics

Geometry: Properties of Shape:

- I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- I can draw given angles, and measure them in degrees (°).
- I can identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°), other multiples of 90°.

Position and Direction:

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Measurement:

- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can solve problems involving converting between units of time.
- I can use all four operations to solve problems involving measure decimal notation, including scaling.

Geography

- I can understand that there are different biomes found at different points within the Grand Canyon
- I can explain some reasons why there are different biomes
- I can describe some plants and animals living in a desert scrub biome
- I can think about ways in which land is used by humans
- I can identify ways in which tourism can harm an environment
- I can identify some ways in which the land at the Grand Canyon sustained the Havasupai's way of life
- I can identify some ways in which the use of the land by American Indians has changed over time

Design Technology

- I can investigate a range of pencil cases.
- I can practise and compare sewing stitches
- I can investigate ways of opening and closing pencil cases
- I can sew embellishments to a piece of fabric
- I can design a pencil case
- I can make and evaluate a pencil case based on a design

Our Newbridge Journey

Our enquiry is: 'When should we take risks?'

This means we will be learning about:

Resilience, team building and problem solving. Learning a new skill and trying something we have never done before. Learning to be independent, responsible and supportive.

The key skills we will be developing are:

- I can use a range of criteria to reflect on my own and other's learning.
- I can plan complex tasks and adapt them to achieve what I set out to do.
- I can try out new ideas and take risks.
- I can build positive relationships with a range of people.
- I can behave appropriately in different situations.
- I can improve through practice and perseverance, managing my time effectively.
- I can show concern for others and offer help when needed.