



Year 5 Curriculum Letter



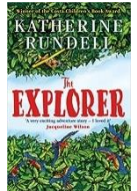
Summer Term 2

Welcome back! We hope you have had a wonderful half term break and we look forward to keeping you informed about what is happening in class via the Curriculum Letters and Knowledge Organisers each half term.

English

This half term we will be looking at stories from other cultures and debating skills. These will be linked to the Rainforest. We will be focussing on ensuring our non-negotiables feature in EVERY piece of work! These include:

- ✓ Use of a variety of sentence structures
- ✓ Proof read to check for
- ✓ Punctuation .A?!"'";
- ✓ Commas to mark clauses and after fronted adverbials
- ✓ Correct use of speech punctuation
- ✓ Correct use of Standard English verbs
- ✓ Correct tense
- ✓ Paragraphs
- ✓ Correct spellings from our word lists
- ✓ Handwriting – neat, joined and legible.



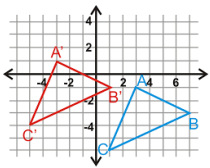
Please continue to ensure your child reads at home. Spellings will be set on a Monday and tested on a Friday.

Maths

Summer 2 sees a focus on Geometry.

Geometry – properties of shapes 1 - This unit builds on children's work from Year 4 where they identified properties of angles.

Geometry – properties of shapes 2 - This unit is important because it builds on the previous unit of using rulers and protractors to identify angles and properties of shapes, helping children to practise and hone these new key skills. It cements their understanding of parallel and perpendicular lines as well as 2D and 3D shapes, encouraging children to predict results based on prior knowledge before proving them with the apparatus.



Geometry – position and direction - This unit builds on using coordinates in the first quadrant to plot points on a grid – and in previous Year 5 units on properties of shapes. It enables them to use these skills to plot reflections and translations.

Please continue to support your child with their Year 5 maths targets for this half term:

Know all multiplication and division facts up to 12×12 and $144 \div 12$.

R.E – Significant Women in the Bible.

In this unit, we will widen the children's knowledge and understanding of the role and significance of women in the Bible – Jochebed, Ruth, Hannah, Naomi, Deborah, Abigail, and Miriam. We will also reflect upon the actions of these women and consider what we can learn from their stories. Our learning will centre around several key questions:



- What can I learn from this story?
- Why is this a significant moment? Why is this woman important?
- In which values and beliefs are the actions of the women rooted?
- Did she do the right thing?
- Where does this story fit into God's big story?

"Be blessed by God, be happy and aspire to be..."

Science

In science we will be exploring changes in humans, describing the changes as humans develop to old age. We are looking forwards to developing our scientific thinking and carrying out investigations linked to growth such as – does shoe size indicate height and does handspan indicate arm length. We will also be exploring how animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.

Geography – Amazon adventures

In this unit we will study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome), we will learn about this. We will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles and will learn about the wider country of Brazil in which most of the Amazon rainforest is located.



Design Technology



In DT we will be making a bag to 'take' into the Rainforest to protect our possessions. We will begin by evaluating a range of existing bags – their purpose, their design, how the material is joined together and how it is fastened. The children will learn about seam allowance and drawing around a pattern, before practising some basic stitches. They will design their own bag before constructing it through lessons broken down into manageable chunks. Once the bag is finished, the children will evaluate their bag – is it fit for purpose? Thinking about 'What went well' and 'Even better if.'

PE

In PE, we will be developing our hockey skills and our athletic skills – see our knowledge organisers below for more details:

Knowledge Organiser: Year 5 Hockey											
<p>Prior Learning: Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.</p>	<p>Equipment needed: Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.</p>										
<p>Unit Focus: Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.</p>	<p>Key Vocabulary/Skills</p> <table border="1"> <tr> <td>Block Tackle.</td> <td>Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.</td> </tr> <tr> <td>Passing in the D.</td> <td></td> </tr> <tr> <td>Apply marking in a game.</td> <td></td> </tr> <tr> <td>Sweep shot to send over distance.</td> <td></td> </tr> <tr> <td>Dragging the ball from right to left.</td> <td></td> </tr> </table>	Block Tackle.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.	Passing in the D.		Apply marking in a game.		Sweep shot to send over distance.		Dragging the ball from right to left.	
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<p>Head: Know and apply the rules consistently in a game situations.</p>	<p>Key Questions:</p> <ol style="list-style-type: none"> How can you as an individual player help build an attack towards the goal? When you are marking in defence where should you position yourself? If the ball hits someone's foot what happens? 										
<p>Hand: Able to combine basic skills such as dribbling and passing.</p>	<p>Rules:</p> <ul style="list-style-type: none"> To start and restart the game after a goal is scored player passes the ball to a teammate from the centre. If the ball touches the back of the stick 'back stick' then the opposition get a free pass where the offence occurred. 										
<p>Heart: Use appropriate language to explain their attacking and defensive play.</p>											

Knowledge Organiser: Year 5 Athletics											
<p>Prior Learning: Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p>	<p>Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, vortex howler, low hurdles.</p>										
<p>Unit Focus: Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws.</p>	<p>Key Vocabulary/Skills</p> <table border="1"> <tr> <td>Relay legs.</td> <td>Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.</td> </tr> <tr> <td>Work to improve distance covered in set times.</td> <td></td> </tr> <tr> <td>Use push throws to hit target.</td> <td></td> </tr> <tr> <td>Baton exchange.</td> <td></td> </tr> <tr> <td>S.T.E.P principle.</td> <td></td> </tr> </table>	Relay legs.	Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.	Work to improve distance covered in set times.		Use push throws to hit target.		Baton exchange.		S.T.E.P principle.	
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<p>Head: Distinguish between good and poor performances and suggest ways to improve self and others.</p>	<p>Key Questions:</p> <ol style="list-style-type: none"> Why do we pass the baton to the opposite hand to? Which throw do you think is most effective for distance? Can you jump further with a run up? 										
<p>Hand: Sustain pace over shorter and longer distances.</p>	<p>Rules:</p> <ul style="list-style-type: none"> Receiving baton within restricted area. Fair scoring of event/activity. Appropriate rules in running, jumping or throwing event. 										
<p>Heart: Able to run as part of a team in relay style events.</p>											

Computing

In computing, we will be completing the 3D modelling unit.

The key components will be:

- To be introduced to 2 design and make
- To explore the effect of moving points when designing
- To understand designing for a purpose.
- To understand printing and making.

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PSHE

We will be discussing growing, changing and puberty. This is an important and sensitive matter; a detailed letter will be sent to parents discussing lesson content. Miss Hope our PSHE co-ordinator will also be compiling a short video to explain our school policy which will be published on our school website. As always, if you have any questions or concerns, please message the Year 5 teachers.

Spanish

Qué Fecha Es Hoy? This half term we are focussing on numbers and dates. In addition to this, we will be learning months of the year. As our lessons progress, we will be conducting a birthday survey! Please help your child at home by revisiting Spanish numbers 1-31 and days of the week.

