

Curriculum Newsletter

Year Five – Summer Term 1



Core Subjects	<p><u>English</u></p> <p>Writing: Throughout this sequence, the children will be using the book called The Spider and The Fly as a stimulus. The children will be focusing on accurate sentence structures over this unit. Their final product will be producing and delivering an informal speech in the form of a persuasive letter. Later in the half term, the children will move on to the book, The Day Crayons Quit. This will focus on writing to entertain through narrative pieces.</p> <p>Reading: We continue to focus on a variety of reading skills, retrieval, summary, predication, inference, vocabulary.</p>	<p><u>Maths</u></p> <p>This term, the children will be developing their mathematical skills across a range of key topics. They will be adding whole numbers with five and six digits using the formal written method and deepening their understanding of shape by distinguishing between regular and irregular polygons based on their sides and angles. In multiplication, they will refine their recall and application of multiplication facts.</p> <p>We will also be focusing on fractions, where students will learn to recognise mixed numbers and improper fractions, converting between the two. Additionally, we will explore volume and capacity, helping students to understand and use approximate equivalences between metric units (litres) and common imperial units (pints) while developing their ability to estimate capacity accurately.</p>	<p><u>Science</u></p> <p>Topic – Sensational Science <i>Biology</i></p> <p>In this unit of work, we will be focussing on biology. The children will be learning about plant reproduction, classification, mutations and adaptations. They will also be developing their understanding of working scientifically.</p>
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Non- Core Subjects	<p><u>Project: Polluted Earth</u> Key Concept Question: Why are environmental art installations important?</p> <p>Geography: The aim of this project is to develop children’s knowledge around global environmental issues. The children will use the skill of application to answer the Key Concept Question by creating a magazine article on a computer, highlighting how art installations draw attention to environmental issues.</p> <p>This unit encourages pupils to use Google Chromebooks to publish their findings about plastic pollution, oil spills, the ozone layer, air pollution etc..</p> <p>Key Concept Question: Why are art installations important?</p> <p>Art: The aim of this project is to learn about installation art. The children will identify and compare art installations, exploring space and scale in 3D art, problem solving in construction. The project will culminate in the children developing an installation art piece to effectively share the message about how waste products and recycling impacts the world we live in.</p>	<p><u>Computing : Vector drawings</u></p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>	<p><u>Physical Education (PE)</u></p> <p>Outdoor: Athletics Finishing a race Evaluating performance Sprinting: personal best Introducing shot put and hurdles.</p> <p>Outdoor: Joy of Movement delivered by the Stevenage Borough Foundation</p> <p>This unit aims to inspire the children to enjoy moving through lots of different and exciting games which most importantly, are fun. Over the next six weeks they will be learning about what physical activity is, the benefits of moving, how they can keep hydrated and have a balanced and varied diet.</p>
	<p><u>Religious Education (RE): Christianity</u></p> <p>In this Jesus the Healer unit, children will explore the healing miracles performed by Jesus. They will begin the unit by thinking about what a miracle is and exploring why Jesus performed them. They will then look in depth at a series of healing miracles including the Calming of the Storm, Jesus Heals the Paralysed Man and the Man at Bethesda. Towards the end of the unit, children will compare and contrast the miracles and their meanings.</p>	<p><u>Spanish: Habitats</u></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p>	<p><u>Music</u></p> <p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>

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