

CURRICULUM OVERVIEW

Sharing our learning



Y5 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 4
- **CONTACT:** year5@st-johnfisher.org

Y5 TEACHING & LEARNING TEAM

- Mrs MM Barrett
- Mrs N Holloway
- Mrs C Raynes
- Mrs N Cox
- Mr W Ormesher
- Mr I Smith

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. We are also due for an external moderation of a number of areas, facilitated by the local authority. The key assessment areas are:

- **FS2** - a formal check on the progress of children in this key foundation year
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

Attendance is therefore very important; not just to support children with their learning (so they can get to where they have the potential to be), but also for their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and being with classmates.

We know that there are times when absence is absolutely unavoidable, especially during the pandemic, which has taken a heavy toll on so many of us. Whenever children return after an absence, we therefore work very hard to help them settle back in. However, we also really do appreciate it when unnecessary absences are avoided, for example, term-time holidays and appointments where there is an option for them to be after school, during the school holidays or towards the end of a school day. This means that only a minimum amount of learning and time spent with friends/classmates is lost.

As usual, this overview contains important information about the children's curriculum and the key words that they will need to know as they expand their knowledge and skills. You will also find tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support, please contact us. We would also really like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,

Headteacher

TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'Self-Belief'.

Self-belief is all about:

trusting in your own abilities

- ✓ setting yourself challenging goals
- ✓ gaining confidence and thinking of yourself positively

If you have self-belief what do you realise?



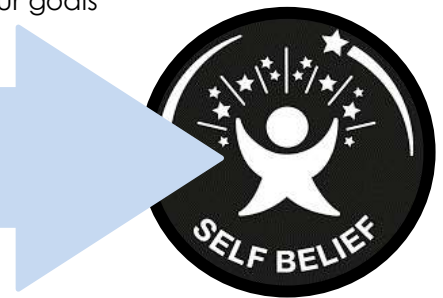
- ✓ you can reach your potential if you believe in yourself
- ✓ you should set more challenging goals to help stay motivated
- ✓ gaining confidence gives you the strength to carry on – even when it's really hard

How can you show self-belief?

- ✓ by having a positive and determined mind set
- ✓ by setting yourself challenging goals and having the courage to try (and keep trying) to achieve them
- ✓ by really believing that you can reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- | | | |
|-----------------------------|-------------------------|---------------------|
| • courage | • determination | • positivity |
| • tenacity and focus | • faith | • confidence |
| • assuredness | • inner strength | • resilience |



RE

Information about our Term 4 RE curriculum is in the 'Come and See' letter accompanying this overview. Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#). In Term 4 we focus on the key virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.

HOMEWORK

Homework is given out on Friday and it is expected back by the following Friday. It will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children have individual targets for writing, such as including specific punctuation and these will be focussed on throughout all their writing.

You can support your child's learning at home by:

- ✓ supporting them to learn their weekly spellings
- ✓ looking at synonyms and antonyms.
- ✓ talking about their targets for writing

Reciprocal reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)



MATHEMATICS

This term we will focus on:

- simplifying fractions
- identifying equivalent fractions
- finding fractions of amounts
- finding decimals and percentages of amounts
- identifying equivalent fractions, decimals and percentages

Key words we will be using are:

- ✓ numerator/denominator
- ✓ vinculum
- ✓ whole/part
- ✓ equals

You can support your child's learning at home by:

- ✓ numbers as whole numbers not digits e.g. the school phone number is read as 'two hundred and forty-eight thousand, five thousand and nine'
- ✓ continuing to challenge children to multiply numbers by 10, 100 and 1000 in their heads
- ✓ finding simple fractions and percentages of amounts in everyday life e.g. find half of the loaf of bread; share the sweets out into 4 equal piles; find 50% of £12
- ✓ encouraging your child to learn their times tables up to 12 x 12 including the related division facts

HISTORY

We will be learning about the history of Sheffield, focusing on why it became the city of steel. We will investigate who the early settlers were and explore how and why Sheffield grew from the 18th century. We will also learn about the great Sheffield flood of 1864.

Key words we will be using are:

- | | | | |
|-----------|------------|--------------|-------------------------|
| ✓ steel | ✓ industry | ✓ settlement | ✓ industrial revolution |
| ✓ cutlery | ✓ iron ore | ✓ flood | ✓ industrialists |

You can support your child's learning at home by:

- ✓ looking for examples of our steel history as you travel around the city- from buildings to names.

PE

This term Y5 will be learning how to play hockey. We will be learning the different skills and rules involved in hockey as well as also working on our balance and agility.

Key words we will be using are:

- | | | | | |
|-------------|-----------|--------|-------------|-------------------|
| ✓ push pass | ✓ agility | ✓ pass | ✓ dribbling | ✓ shooting circle |
|-------------|-----------|--------|-------------|-------------------|

You can support your child's learning at home by:

- ✓ challenging your child to balancing games
- ✓ when playing with your child, challenge them to make quick changes of direction
- ✓ challenge your child to jump and land correctly, with knees bent

SCIENCE

In science we will continue to explore the properties of everyday materials. We will be comparing materials according to their properties and observing what happens to them when we make certain changes. We will also look at reversible and irreversible changes.



Key words we will be using are:

- | | | | | | |
|--------------|---------------|------------|----------------|----------|------------|
| ✓ material | ✓ conductor | ✓ dissolve | ✓ insoluble | ✓ sieve | ✓ magnetic |
| ✓ suspension | ✓ chemical | ✓ physical | ✓ irreversible | ✓ liquid | ✓ property |
| ✓ solution | ✓ separate | ✓ mixture | ✓ reversible | ✓ solid | ✓ soluble |
| ✓ insulator | ✓ transparent | ✓ flexible | ✓ permeable | ✓ filter | |

You can support your child's learning at home by:

- ✓ exploring what happens to chocolate when it melts or is put in the fridge and then try other materials.
- ✓ exploring what happens with a magnet
- ✓ investigating and discussing reversible and irreversible changes at home e.g. when cooking or making ice

STEM WEEK

In STEM week we will consolidating our learning of our forces science topic from term 2. We will be asking the question- How do birds fly? During the week we will be using our knowledge of air resistance and testing how far we can make things travel using our understanding or aerodynamics, air resistance and gravity.

Key words we will be using are:

- | | | | | | |
|---------|-----------|------------------|---------------|--------------|--------|
| ✓ force | ✓ thrust | ✓ air resistance | ✓ aerodynamic | ✓ resistance | ✓ push |
| ✓ span | ✓ measure | ✓ Catapult | ✓ gravity | ✓ friction | ✓ pull |

MUSIC

We will continue to explore African drumming. We will revisit African culture to understand various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.



Key words we will be using are:

- ✓ Brazil
- ✓ samba bateria
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver
- ✓ semiquaver

You can support your child's learning at home by:

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

FRENCH

In this sequence of lessons we will:

- listen to and join in with songs and games to explore nouns and adjectives
- create 'alien' faces, using spoken and written language
- develop listening, speaking ,reading and writing skills
- extend understanding of nouns in singular and plural forms
- become more and more aware of the gender of nouns



Key words we will be using are:

- ✓ family
- ✓ mouth
- ✓ nose
- ✓ chin
- ✓ eyes
- ✓ face
- ✓ hair
- ✓ ears

You can support your child's learning at home by:

- ✓ following the following links and going through the content and completing the activities (click [here](#))





COMPUTING

This term we will learn how to create short videos by working in pairs or groups. We will develop the skills of capturing, editing, and manipulating video.

Key words we will be using are:

- ✓ video
- ✓ edit
- ✓ manipulate
- ✓ storyboard

You can support your child's learning at home by:

- ✓ using 'movie maker' (a free programme you can download) in order to create home videos together

PSHCE AND RSE

This term in PHSE we will be learning about the British values of democracy and the rule of law. We will be discussing the implications of the rule of law on our own lives as well as the importance of democratic elections.



In RSE we will be focussing on the changes that happen during puberty for boys and girls, how we can recognise different feelings previously not experienced

Key words we will be using are:

- ✓ democracy
- ✓ parliament
- ✓ courts
- ✓ judge
- ✓ jury
- ✓ justice
- ✓ puberty
- ✓ menstruation
- ✓ periods
- ✓ thoughts
- ✓ feelings
- ✓ emotions

You can support your child's learning at home by:

- ✓ talking to your child about appropriate current news items linked to the rule of law
- ✓ discussing the current political makeup of the United Kingdom
- ✓ discussing changes that the children will experience as they grow older

