

CURRICULUM OVERVIEW

Sharing our learning



Y5 INFORMATION

- YEAR: 2024-25 • TERM: 4
- CONTACT: year5@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mrs MM Barrett
- Mrs C Falding
- Mrs C Raynes
- Mr C Murphy

Dear Parents and Carers,

This is our fourth curriculum overview and its purpose is to share information about what the children will learn this term. This is a key time of the year as we prepare for a range of statutory and non-statutory assessments and checks that will take place in the coming weeks and throughout Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*for children who did not achieve the phonics standard in the Y1 national screening

Though good attendance is *always* important, during this time, it is even more crucial. Good attendance is important for supporting children's wellbeing, and not just for enabling them to learn and progress. Children tell us that being absent from school can leave them feeling anxious about missed learning and falling behind, and also losing touch with friends. We know that some absences are unavoidable, which is why we all work very hard to help settle those children returning after a period of sickness, and to support them to catch up.

We are thankful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments, when there is an option for them to be made after school or during the holidays. Doing simple things like this really will help children to thrive in school - which is what we all want.

This overview contains important information about the children's curriculum, key words and crucial learning that all children must know in order to know and do more. There are also tips for supporting children at home.

Please support and encourage your child to attempt the various homework activities, which are designed to help them practise skills and embed new knowledge. Children might find some things more difficult, and if this is the case, please offer reassurance and encouragement if they do struggle with anything. It is always important that they try to do as much as they can *but* if they continue to struggle, and you feel that they have done their best, please ask them to stop, and reassure them that it will be ok. Let us know via a note or email, so we are clear what they managed and struggled with, and our **Y5** team will follow everything up.

We know that ways of teaching and learning change over time and are happy to answer any questions that you might have so that you feel more confident when offering support at home. We are here to help, so please call or email whenever you need to.

Yours sincerely,

H Barrett

Headteacher



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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
- ✓ thinking of yourself positively

- If you have self-belief, you realise that:**

- ✓ you can reach your potential if you believe in yourself
- ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
- ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges

- You can show your self-belief by:**

- ✓ having a positive and determined mindset
- ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
- ✓ knowing that you will 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

**RE & CATHOLIC LIFE**

The focus is '**Galilee to Jerusalem**'. Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are '**charity**' and '**forgiveness**'.

Ash Wednesday Service

Our **Ash Wednesday Service** takes place 5th March, at 10.00am at Our Lady of Lourdes Catholic Church. We will mark the day with a special non-Eucharistic service led by the young people of **Y4**, during which the children's Lenten promises will be offered up, and blessed ashes distributed. Please note that it is not a Mass.

Lent Class Reflections

Our Chaplains will help organise Lenten class reflections starting on **Monday 10th March 2025** and continue until **Wednesday 26th March 2025**. Please book through the School Office as places are limited. Thank you.

**Monday****Tuesday****Wednesday****Thursday****Friday**

Y1 Y2 Y3 Y4 Y5 Y6

FS2 Y3 Y4 Y5 Y6

FS2 Y1 Y2 Y5 Y6

FS2 Y1 Y2 Y3 Y4

No visitors

Monday

**Citizenship
Statement of
Belief Assembly**

**'Virtues to Live By'
Class Assemblies
(Y2 to Y6)**

Tuesday

**'Virtues to Live By'
FS2 Story Circle**

Wednesday

**Themed
Assembly**

Thursday

**Weekly
Celebration
of the Word**

**'Virtues to Live By'
Class Assembly
(Y1)**

**Celebration
Assembly**

**Chaplains'
Celebrations**

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HOMEWORK

Homework, which is shared each Friday and expected back in by the following Friday, will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- a hard copy consisting of Mathematics and English learnt that week
- '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 all have individual targets for writing, and these will remain a focus in all writing.

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

- ✓ practising how to punctuate pieces of text using full stops, commas, quotation marks and apostrophes
- ✓ testing your child on their weekly spelling list

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.

The **crucial knowledge** children must gain is knowing how to:

- ✓ write with consistent fluency and legibility, using joined handwriting and appropriate spacing
- ✓ write complex sentences which begin with a subordinate clause
- ✓ write complex sentences containing relative clauses
- ✓ use a range of sentence structures (including relative clauses)
- ✓ edit sentences to include commas, dashes and brackets for parenthesis
- ✓ edit sentences to include a range of sentence structures, including relative clauses

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

- ✓ reading with your child for a few minutes every day
- ✓ 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 from parent's meeting)

MATHEMATICS

This term the children will focus on:

- comparing and ordering fractions whose denominators are all multiples of the same number
- Identifying, naming and writing equivalent fractions
- classifying, comparing and ordering angles - measuring and drawing them accurately using a protractor
- understanding and using known angle facts to calculate missing angles
- exploring percentage, decimal, fractions equivalence

The **Key words** we will be using are:

- | | | | | |
|----------------|-----------|--------------------|--------------------|---------------|
| ✓ angle | ✓ acute | ✓ fractions | ✓ denominator | ✓ numerator |
| ✓ whole number | ✓ factor | ✓ prime number | ✓ composite number | ✓ denominator |
| ✓ numerator | ✓ decimal | ✓ composite number | | |

The **crucial knowledge** children must gain is knowing how to:

- ✓ recognise that angles are measured in degrees



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The **crucial knowledge** children must gain is knowing how to (continued):

- ✓ recognize that one full turn equates to 360 degrees and that a half turn equates to 180 degrees
- ✓ add/subtract fractions with the same denominator/denominators that are the multiple of the same number
- ✓ recognise per cent % and understand that per cent relates to parts of 100

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

- ✓ completing weekly home learning
- ✓ testing your child to multiply and divide numbers at home
- ✓ encouraging them to identify fractions and percentages in everyday life

HISTORY

The children will learn about Sheffield's history, and why it is called the steel city. They will investigate its early settlers and explore how/why Sheffield grew from the 18th century. They will learn about the great flood of 1864.

Key words we will be using are:

- ✓ steel ✓ cutlery ✓ industry ✓ iron ore ✓ settlement ✓ flood ✓ industrialists ✓ Industrial Revolution

The **crucial knowledge** children must gain is knowing that:

- ✓ the Industrial Revolution was a period which began in the 1700's in Britain, when machines began to replace hand tools, large factories replaced small workshops and cities grew very quickly
- ✓ in the 1700's Sheffield became famous for its steel production
- ✓ Sheffield's population grew dramatically in the 18th Century due to its steel industry.

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 the children will develop personal skills with a focus on physical co-ordination, balance and rhythm. They will also be undertaking a unit of PE focusing on the development of dance and gym skills.

The **Key words** we will be using are:

- ✓ team ✓ teamwork ✓ focus ✓ rhythm ✓ balance

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

- ✓ practising balancing and skills requiring coordination
- ✓ developing and practising own sequences of movements

SCIENCE

In science we will 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.

Key words we will be using are:

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

The **crucial knowledge** children must gain is:

- ✓ being able to compare and group together everyday materials on the basis of their properties
- ✓ understanding and demonstrating that mixtures are combinations of two substances, and that substances can be separated using the following methods: **solutions via evaporation; non-magnetic and magnetic via magnetism; insoluble solid and liquid via filtration; different sized solids via sieving; and liquids with different densities via decanting**



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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

MUSIC

The children will look at building a groove as they compose using **'Watermelon Man'** by Herbie Hancock as a stimulus to help them build and develop rhythmic awareness, listening and compositional skills.

Key words we will be using are:

- | | | | | | |
|------------|------------|-------------|----------------|--------------|-------------|
| ✓ rhythm | ✓ tempo | ✓ pitch | ✓ duration | ✓ dynamics | ✓ timbre |
| ✓ staccato | ✓ legato | ✓ structure | ✓ texture | ✓ pentatonic | ✓ bass line |
| ✓ scale | ✓ backbeat | ✓ jazz | ✓ drum pattern | ✓ riff | ✓ dynamics |
| ✓ louder | ✓ pulse | | | | |

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

- ✓ listening to different styles of music and talking about similarities and differences
- ✓ grabbing whatever kitchen utensils, you can to provide a noise and beat out rhythms

ART

We will focus on landscapes and perspective, using various methods to sketch and paint.

Key words we will be using are:

- ✓ composition
- ✓ technique
- ✓ tone

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

- ✓ taking photographs of different landscapes and sharing them with us
- ✓ researching the work of David Hockney and Escher and other landscape artists

FRENCH

The children will continue exploring what it is like to go to a French market to buy fruits and vegetables, using role-play. They will also follow instructions in French to make a recipe using fruits and vegetables.

Key words we will be using are:

- | | |
|--|---|
| ✓ les fruits fruits | ✓ Vous desirez? What would you like? |
| ✓ la pomme apple | ✓ Avez vous...? Do you have? |
| ✓ la mangue mango | ✓ Oui, j'ai... I have |
| ✓ la grappe de raisin bunch of grapes | ✓ Non, je n'ai pas... I haven't... |
| ✓ la pastèque watermelon | ✓ Combien coûtent deux pommes? How much are two apples? |
| ✓ la banane banana | ✓ Deux pommes coûtent trois euros Two apples cost three euros |
| ✓ les légumes vegetables | ✓ Combien coûte une salade? How much is a lettuce. |
| ✓ la salade lettuce | ✓ Une salade coûte cinquante cents - a lettuce costs fifty cents |
| ✓ la carotte carrot | ✓ s'il vous plaît please |
| ✓ la pomme de terre potato | ✓ merci thank you |
| ✓ l'oignon an onion | |
| ✓ le poivron pepper | |
| ✓ Mon fruit/légume préféré est... My favourite fruit/vegetable is... | ✓ |
| ✓ Quel est ton fruit/légume préféré? What's your favourite fruit/vegetable? | |

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

- ✓ practising how to say the key words correctly together
- ✓ asking your child to teach you words which they are learning



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COMPUTING

This term in computing we will develop their video creating skills 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

The children will reflect on emotional wellbeing, considering the pressures they may experience from themselves, others and the media. They come up with ideas for building resilience through *thankfulness* and simplified CBT techniques that will help them to manage their thoughts, feelings and actions, and to cope with new or difficult feelings such as romance and rage.

Key words we will be using are:

- ✓ similarities
- ✓ differences
- ✓ screen time
- ✓ bullying
- ✓ changes
- ✓ hormones
- ✓ self-conscience
- ✓ respect
- ✓ boundaries
- ✓ gaming
- ✓ exercise
- ✓ infatuation
- ✓ balanced diet
- ✓ feelings
- ✓ emotions
- ✓ isolation
- ✓ mental-health
- ✓ intense
- ✓ mood swings
- ✓ thoughts
- ✓ puberty
- ✓ personal hygiene
- ✓ actions

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

- ✓ how our mood can change over time due to hormones and that it is ok
- ✓ the changes that will take place over the next few years and how these will impact on your child
- ✓ the need for appropriate boundaries
- ✓ how screen time can affect mental-health and agree on appropriate timings for use of screens

MOMENTS MATTER, ATTENDANCE COUNTS.



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