

# CURRICULUM OVERVIEW

Sharing our learning



## Y5 INFORMATION

- YEAR: 2024-25 • TERM: 5
- CONTACT: [year5@st-johnfisher.org](mailto:year5@st-johnfisher.org)

## Y5 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our fifth curriculum overview of the school year and its purpose is to share information about what our children will be learning in Term 5. Please remember that good punctuality and attendance are both very important for helping your children to feel confident in school so that they are able to enjoy and achieve.

Term 5 is a particularly important and busy one, with children in all year groups involved in various statutory and non-statutory assessments, as set out below:

- **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*

As usual this overview contains important information about our Term 5 curriculum, including the **crucial knowledge** the children must gain by the end of the term, and those **key words** that they need to know across each curriculum area. You will also find the usual tips for helping your children at home. Please encourage your children to complete homework tasks and challenges. If they struggle with anything, but have done their best, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay the help. Just let us know and we will follow everything up.

If you have any questions or need support yourselves, please contact us. We would also 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,

*Havvatt*  
Headteacher

## TERM 5 LEARNING VALUE: TEAMWORK

Teamwork is key in both learning and sport. When we pull together, we can often achieve much more than would be possible on our own. Being part of a team also gives us an opportunity to share our own experiences, knowledge and skills, whilst learning from the examples of the teammates we are working with.

Being part of a team enables us to learn what it means to both lead *and* take direction from others. We can learn how to be a supportive teammate and how to accept the support of others when we need it too.



**"The strength of the team is each individual member. The strength of each member is the team."** Phil Jackson



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### RE & CATHOLIC LIFE

The focus is '**To the Ends of the Earth**'. Please click [here](#) for the Term 5 **Y5** RE overview for Term 5. Our focus virtues are '**perseverance**' and '**kindness**'.

### Annual Resurrection Mass

You are all invited to join us for our **Resurrection Mass**, led by the young people of **Y6** that takes place at **10.00am** on **Friday 25<sup>th</sup> April 2025**, at Our Lady of Lourdes Catholic Church. The Mass will be filmed and made available later to view online [here](#).

### SJF Collective Worship

Monday	Tuesday	Wednesday	Thursday	
Citizenship Statement of Belief Assembly			Weekly Celebration of the Word	Celebration Assembly
'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	'Virtues to Live By' Class Assembly (Y1)	Chaplains' Celebrations

### 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](http://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



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

- ✓ reading with your child for a few minutes every day
- ✓ Encouraging your child to engage in 'Bug Club' online reading program for 20 minutes each week
- ✓ 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 we will focus on converting between different units of measure and calculating with whole numbers and decimals.

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

- |               |            |                     |                         |                   |
|---------------|------------|---------------------|-------------------------|-------------------|
| ✓ metric      | ✓ unit     | ✓ seconds           | ✓ length                | ✓ centimetre (cm) |
| ✓ imperial    | ✓ measure  | ✓ minutes           | ✓ breadth               | ✓ metre (m)       |
| ✓ equivalent  | ✓ interval | ✓ hours             | ✓ millimetre (mm)       | ✓ kilometre (km)  |
| ✓ distance    | ✓ mass     | ✓ distance          | ✓ kilogram (kg)         | ✓ pound (lb)      |
| ✓ convert     | ✓ weight   | ✓ gram (g)          | ✓ tonne                 | ✓ area model      |
| ✓ parts       | ✓ times    | ✓ value             | ✓ round and adjust      | ✓ take-away       |
| ✓ equal parts | greater    | ✓ derive            | ✓ difference            | ✓ subtract        |
| ✓ whole       | ✓ times    | ✓ algorithm         | ✓ strategy              | ✓ minus           |
| ✓ fraction    | smaller    | ✓ columnar addition | ✓ array                 | ✓ number bond     |
| ✓ decimal     | ✓ divide   | ✓ count on          | ✓ partition             | ✓ inverse         |
| ✓ place value | ✓ digits   | ✓ count back        | ✓ distributive property | ✓ known fact      |

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

- ✓ recognise that angles are measured in degrees
- ✓ 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:

- ✓ testing your child to multiply and divide numbers engaging with the 'My Maths' at home
- ✓ encouraging them to identify fractions and percentages in everyday life

## HISTORY

We will be learning about the changing nature of crime and punishment throughout history. We will focus on the changing societal trends and the various attitudes and customs of different peoples throughout history in their approach to crime and punishment.

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

- |           |            |            |               |              |                  |
|-----------|------------|------------|---------------|--------------|------------------|
| ✓ monarch | ✓ treason  | ✓ law      | ✓ Capital     | ✓ vagabond   | ✓ retribution    |
| ✓ condemn | ✓ corporal | ✓ vagrancy | punishment    | ✓ chronology | ✓ penal colony   |
| ✓ justice | punishment | ✓ turn key | ✓ Hard labour | ✓ trial      | ✓ transportation |

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 18<sup>th</sup> Century due to its steel industry.

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

- ✓ finding out about crime and punishment throughout history in the UK and abroad
- ✓ researching some previous different British monarchs from the Middle Ages to the modern day



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## 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 golfing 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 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. This term we will also focus on living things and habitats. We will investigate/describe differences in the life-cycles of mammals, amphibians, insects and birds, and explore the life process of reproduction in plants and animals.

**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	✓ nectary
✓ plant	✓ flower	✓ fertilisation	✓ dispersal	✓ filament	✓ pollination
✓ leaf	✓ stem	✓ carpel	✓ life cycle	✓ stigma	✓ structure
✓ seed	✓ root	✓ ovules	✓ ovary	✓ stamen	
✓ wind	✓ petal	✓ photosynthesis	✓ anther	✓ sepals	

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**

You can support your child's **learning at home** by investigating magnets and what happens to chocolate and other materials when they melt or are left in a fridge.

## MUSIC

The children will look at Balinese music focusing on the gamelan, an ensemble of percussion instruments. Gamelan means an orchestra of instruments which you strike.

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

✓ rhythm	✓ tempo	✓ pitch	✓ duration	✓ dynamics	✓ timbre
✓ gamelon	✓ kendong	✓ pot gong	✓ ceng ceng	✓ hanging gong	✓ cak lesung

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/ TECHNOLOGY (ENTERPRISE CHALLENGE)

We will begin our enterprise project for the Summer Fayre. The children will be designing and making games which will be played at a stall during the forthcoming PTFA Friday Fayre.



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

- ✓ strategy
- ✓ technique
- ✓ teamwork
- ✓ evaluation
- ✓ enterprise

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

**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

**COMPUTING**

This term in computing we will continue to 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 pressures they experience internally, from media and others. They will reflect on ideas for building resilience through *thankfulness* and simplified CBT techniques to help them manage thoughts, feelings and actions, including difficult feelings linked to romance and rage.

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

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

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**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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