



The Blake CE Primary School

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Loving, learning and flourishing in community

Year 5 Curriculum Overview

Year 5 Newsletter Spring Term

We had such a good end to our Autumn Term with the Christmas Carol Service and watching the Rapunzel Pantomime. Thank you for the support and good wishes that you have given to us over the term and the way you support your child to come ready to learn each morning. We will be developing cooperation, collaboration and drama skills as we prepare for our end of term production of 'The World within the Wardrobe' on the 7th and 8th February.

Times of the school day

Year 5 open their cloakroom doors at 8:55am. We would ask for your support in ensuring that the children arrive promptly in the morning. The doors are locked at 9:05am and any latecomers must enter through the school office where a register of late arrivals is kept. Break time is from 10.40am – 11.00am. Lunch time starts at 12:00pm and finishes at 1:00pm, Year 5 go out to play then go to eat at 12.35p.m. The school day finishes at 3.15pm.

Collective worship

During the week we have an act of worship every day, either as an assembly or in our classrooms. The children end the day with a reflection time, when they think about the things they have achieved during the day and then say the school prayer.

Curriculum

Subjects such as Maths, English (including spelling and grammar), Science, PE, RE, French, Music, ICT and PSHE tend to be taught separately, but other subjects may be taught in a cross curricular manner through 'topics'. For example our Mayan/Mexico topic links History/Geography, English and Art/D & T.

Emotional and social development

Through our whole class and group PSHE sessions, the children learn skills that help them to get on with others in a positive way. We find this helps them to foster good relationships in the class and playground.

PE

PE kit is required to be in school on Tuesdays and Wednesdays for both Year 5 Classes. It is important that your child has their PE kit in school at all times in case the time is changed or it is needed for another activity.

Our PE kit is as follows;

- Indoor kit - Plain white T-shirt (with or without school logo) and black shorts
- Outdoor kit - Plain white T-shirt (with or without school logo), black shorts or jogging bottoms, sweatshirt (for cold weather) and trainers.

Long hair needs to be tied back for PE so a hair-tie should be brought in if required. **Earrings need to be removed by the child prior to the start of the lesson.** Some children choose not to wear earrings on PE days as they find this easier. PE is part of our curriculum and therefore all children are expected to take part. **If there is a medical reason why they cannot participate, a letter signed by a parent or carer is required.**

Homework

Homework tasks are related to the week's work or cross-curricular topic. Usually spellings, reading comments, times tables and one other piece of work will be set on Friday. We collect it in on the following Wednesday, thus giving time during the weekend or the week to complete the work. Occasionally, we will set a more project based homework and give longer for it to be completed. This work should be mainly done by the child, with support if required. Some parents have written on the work the amount of support needed and level of difficulty or ease experienced by the child; this is very helpful to us. Of course, your child may also write a short comment themselves. We understand that family life is often busy and please let us know if your child is unable to complete their homework one week; we can be flexible!

Reading

As your child becomes more independent at reading, they may want to continue reading with you or will read on their own. Many families do continue to read together. Please do continue to talk with your child about the book they are reading. Your child will need to have a book in school every day and we also do guided reading with texts related to our English learning. As well as reading accurately and fluently, your child needs to be able to discuss what they have read, referring to the text to back up their answers. They are also working on developing the skills and confidence to read aloud, with expression, to an audience, e.g. reading a story to the rest of the class. Your child will have access to books from the Year 5 reading area and the School Library. Your child can choose one of the three reading tasks to complete at the back of the homework book each week.

Walking Home

Depending on individual circumstances, some Year Five children are now starting to walk to school and home alone or with a friend. **If your child is doing this, please do send the school office an email** so we know they have your permission to do so and that we can let them go home without seeing a parent/carers at the door. If they are walking to school independently, we ask that they do not arrive before 8.45 a.m. in the playground. From 8.45 a.m. we do have a member of staff on duty.

We look forward to a happy and successful term. Please do not hesitate to contact us via the school office, email or at the classroom door if you have any queries.

The Year 5 Team

The Year 5 Team is:

Class 5FH:

Class Teacher: Mrs Hayes

PPA cover for both classes: Mrs Raven

Teaching Assistants both classes:

Mrs Channer, Mrs Hitchman, Mrs Krull,
Mrs Khan

Class 5NP/NK:

Class Teachers: Mrs Powell, Mrs Krull

Year 5 Curriculum Overview - Terms 3 and 4

Over the next two terms we will be covering the following areas in our curriculum:

English

Reading:

Reading a wider range of fiction, non-fiction and poetry silently in their heads or out loud with a clear and audible voice.

Recommend books they have read to peers with reasons for their choices.

Discuss what they have read, asking questions to clarify their understanding of text.

Comprehension to quote the text, understand inference and note how characters are developed.

Reading and acting out play scripts with good intonation and a clear voice.

Our Guided Reading book this term is *Middleworld, The Jaguar Stones* by J & P Voelkel which is linked to Mexico and the Ancient Mayas.

Spelling, Punctuation and Grammar:

Use strategies to learn spellings including suffixes and prefixes, homophones, silent letters as well as words from the Year 5 & 6 and personal word lists.

Identify and name parts of a sentence and know what they represent.

Use commas and hyphens to add clarity for meaning.

Proof read work to check for spelling, punctuation and to ensure the meaning is clear.

Edit work by adding or deleting words and phrases to improve it for the intended audience.

Writing:

Writing with joined and even size handwriting along a line.

Developing cohesive links and phrases within sentences and across paragraphs including fronted adverbials, subordinate clauses and relative clauses.

Writing paragraphs with a mix of description, action and speech.

Building a wider vocabulary with the use of dictionaries and thesauri.

Identify features of a play script.

Write a play script from a story.

Write a story from the play script.

Developing speaking and listening skills including speaking aloud to generate ideas.

Maths

Multiplication and Division:

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally, drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using short division method and interpret remainders appropriately for the context.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Recall facts using Number Club and Hit the Button.

Fractions:

- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Compare and order fractions whose denominators are all multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers. Find fractions of amounts.

Decimals:

- Recognise, read and write decimal numbers up to thousandths as fractions.
- Compare numbers and solve problems with numbers up to 3 decimal places.
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.
- Recognise, write percentages as a fractions with denominator 100 and as a decimal fraction. Solve problems with percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and with a denominator of a multiple of 10 or 25.

PSHE

- Safe use of the internet
- Values of the month: Hope, Kindness, Forgiveness, Courage
- Family Links:

RE

- **Can religion/faith help our world today?** (Research project and presentation on faith inspired heroes.)
- **Was the death of Jesus a worthwhile sacrifice?** (Reflection on sacrifice and perceived failure)

History/Geography: Mexico & Mayans

Locate countries in Central and South America using atlases and Google Maps.

Use atlases and maps to identify different environmental regions of Mexico and Central America, comparing the physical characteristics of a desert, mountain and a rain forest.

Research and present a fact file to show the human features/data and culture of Mexico.

Explore how fair trade can help the economic situation of cacao farmers in Mexico and across the world.

How can a range of artefacts help us to know about life, art and culture in Mexican Mayan civilization?

How did the Mayan Empire grow and then decline?

Was everyday life different for rich and poor Mayans?

What do we know about the Mayan values and religious beliefs and how do they differ from our culture in the UK now?

Science

Forces:

Use a Newton Metre (force metre), take accurate measurements and record results.

Investigate the effects of friction to move an object.

Investigate magnet strength and magnetic materials.

Investigate the force of Water Resistance

Investigate mechanisms e.g levers and how they help move objects.

Property of Materials:

Compare and group everyday materials on the basis of their properties and give reasons for their uses.

Investigate materials that dissolve in liquid to form a solution.

Use filtering, sieving and evaporating to separate materials.

Demonstrate that dissolving, mixing and changes of state are reversible changes

Investigate irreversible changes.

French

Hobbies: sports, music etc.

Questions and answers using verbs: J'aime/Je n'aime pas J'adore /Je deteste , Je joue

Core 3: Parts of the body, months of the year, numbers up to 30 and clothes.

PE

- **Outdoor PE:** Play competitive small games using attacking and defending skills. Develop spatial awareness and play as part of a team.

Netball: Improve running, jumping, throwing and catching.

Football: Develop skills to dribble, kick and control the ball with feet.

- **Indoor PE:**

Hip Hop Dance: Perform dances using a range of movement patterns.

Art and DT

- Painting with colour - warm and cool colours. Colour mixing skills.
- Exploring the use of emotions and colour inspired by the Mexican artist Frida Kahlo, mixing colour, shades and tones.
- Develop their own artistic style using tonal contrast and mixed media e.g. to create our own self portrait collage inspired by Frida Kahlo.
- Research, design, make and evaluate our own chocolates with adverts, boxes, slogans etc.

Music

Songs for the Performance.

- Performance skills to sing with clarity, diction and expression.
- To learn to work together as a choir and follow the directions of a conductor.

Hip Hop Genre: Song focus Fresh Prince of Bel Air.

- Listen and appraise to identify instruments and how the texture, pace and timbre of sound creates an effect or emotion.
- Voicing opinions with reasons for their views of certain songs or artists.
- Cross curricular link with dance, using phrasing of music to sequence moves.

Computing (ICT)

- **Coding in Purple Mash**

To sequence, explore and modify algorithms to create and make objects move.

To create buttons and to explore what debugging can do.

- **Use of Excel**

To present data c.c. Science and Geog.

To collect data c.c. D & T Fair Trade Chocolate