

Upper KS2 Half Termly Curriculum Overview

Year 5 - Spring 1 2022-23

Dear Parents, Welcome back after the Christmas break. As we begin our second term, we are going to be setting ourselves goals and aiming high! I want to thank you on behalf of Mrs Brady and myself, for all the lovely Christmas cards and gifts. Also, for your support and time spent at home; reading with your children, supporting with homework; learning spellings and boosting motivation, and getting your children to school prepared and on time every day - it is all very much appreciated. We have some super topic work and science to cover this half term, as well as embedding our learning in Maths and English. If you wish to know more, please visit the DfE website for further information. Kind regards, Mrs Foy

Catholic life of the school

On a Monday morning, we begin the week by gathering together to reflect on the week ahead and pray together. On Thursday, we have Celebration Assembly, when we celebrate the achievements of children from each class. Key Stage assemblies take place on Wednesday and in class, the children will continue to plan and lead prayer and liturgy with their teacher on Tuesdays, Thursdays and Fridays.

The children will attend a variety of school Masses/services, in Church, throughout the year. The oldest and youngest children will also link up for prayer and liturgy/Mass together.

The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child. <http://www.wednesdayword.org/school/index.htm>

During this term the children will be involved in charity works, particularly during Lent. We will be taking part in fundraising activities and raising awareness of local charities through the 'Good Shepherd Appeal' for Nugent Care and also be raising funds for CAFOD, which supports global charity work, by taking part in 'The Big Lent Walk'. We look forward to welcoming a CAFOD representative to talk to us about this event.

The children will also have the opportunity to take home a class purple prayer bag, during Lent, to share in some reflective time with their family and record it in a class book.

We will also be working towards achieving our 'Live Simply' award, in line with Laudato Si, at the request of Pope Francis, we need to care for each other and our common home. Watch out for more information in the school weekly newsletter, on 'Our school app' or the school website.

Health and well-being

As part of the healthy school initiative, we encourage the children to be active at playtimes and improve their fitness by completing the 'Daily Mile'. This is done from a walking pace through to a jogging/running pace, as each child increases in speed and stamina. We strongly encourage each child to complete the mile each day and we will be encouraging the Year 6 children to complete a 'Double Daily' - two miles every day!

Children are encouraged to drink water throughout the day, it is important that the children have their bottles in everyday. As a class we are now all using refillable bottles as part of our climate change initiative.

A healthy snack may be given to the children to eat during morning playtime. (fruit, breadsticks, yoghurt, vegetables such as carrot and cucumber sticks).

Information and dates to remember

6th January - Mass of the Epiphany, 9.15am in Church
16/17th January 2023: Parent Consultation meetings

23rd January - 27th January 2023: Chinese New Year week

26th January - Y3 Come and See assembly (No star of the week)

7th February 2023: Safer internet day

17th February 2023: Close for half term.

Homework

Homework will be set on Google Classrooms

Literacy homework: will be set or given out on a Friday and is to be completed by the following Tuesday.

Spellings: we will continue to learn our spellings through the week which will be handed out and tested every Wednesday.

Maths homework: will be set or given out on a Tuesday and is to be completed by Friday of the same week.

Reading: Each child should read for a minimum of 20 minutes per night and summarise what has been read in their reading records.

Parents need to sign reading records once during the week, supporting and discussing your child's reading with them, to help with understanding and comprehension.

Concerns and Messages

If you have any concerns or problems, please do not hesitate to contact me via e-mail at

y5@stoswaldscatholicprimary.co.uk

Year 5

General Class

Information

Big Maths

The children will continue to complete a weekly 'Big Maths' assessment and will be assessed at the end of the half term on their progress.

Each child will continue to keep their Big Maths files in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will continue to split into smaller groups and work with a Big Maths teacher once a week.

We will also be continuing to focus on learning our times tables and be rewarding with bronze, silver and gold stickers on our tables charts.

Please encourage your child to use their Maths skills at every opportunity.

Remember we are going for green!



Reading

The children will develop their reading in class throughout the week through shared reading and guided reading sessions. I shall be monitoring their reading progress carefully each week with my own records. Our class reading book for this half term is 'Kick!' by Mitch Johnson.

Your child will bring home two books; a reading banded book and a Sharing Book to read and share with you.

Reading Banded Book

The reading banded book, should be at a level the child can read at comfortably and not struggle, with some fluency and understanding. The band will be directed by the Class Teacher.

Home reading records are checked three times a week and a reading target will be given each week. Your child keeps their own record of their reading, we kindly request that a parent/guardian signs this record, at least once a week to acknowledge their child's reading. If your child reads any other reading material as well as their reading book from school, please also make a note of it in their reading record. The home reading record is also a good way to make contact with me if you wish to send me a message.

We ask all our children to read for 20 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record to let me know how they have coped with a book at home.

Sharing/Library Book

In order to encourage your child to develop their vocabulary and become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it with them. Discuss pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

The school continues to run an early-doors reading and number club (£3) 8am - 8:45am each morning. We ask that children are in the club by 8.20am. Please pre-book, using the form on the 'Our School App'.

Grammar Hammer

The children will continue to complete a 'Grammar Hammer' assessment every two weeks and will be assessed at the end of the half term on their progress.

Each child will continue to keep their SPAG folders (Spelling, Punctuation and Grammar) in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will be focusing on different grammar aspects each week.

The children will also be focusing on incorporating their grammar knowledge within their own writing and demonstrating good use of spelling knowledge. Continual writing assessments will focus upon: neat, joined handwriting, grammar within writing, spellings and knowledge of different writing genres.

Please encourage your child to use their folders to practise the areas of Grammar at every opportunity.



RE - Spring topics

Mission -Life Choices Continuing Jesus' mission in the diocese (ecumenism). The Church, the Christian family, is made up of smaller Christian families called dioceses. Jesus is the head of these families. He is the head of the Church.

Memorial sacrifice - Eucharist How memories are kept alive. The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.

Please read the RE newsletter on the school website for more information.

English

Reading

The children will be encouraged to maintain positive attitudes to reading and have an understanding of what they have read. We will be continuing to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks.

Writing

The children will be taught the following, through some traditional tales, non-fiction texts as well as through poetry.

They will be taught the skills of:

- Identifying the audience and writing for purpose, choosing the correct tone, tense and layout.
- Making notes via a mind map to organise ideas, drawing on reading and research where necessary.
- Describing settings, characters and atmosphere.
- Joining their writing to create a legible personal style.
- Proof-reading their own work for spelling and punctuation errors.

Grammar and Punctuation

- Use expanded noun phrases to give clear descriptions.
- Use passive verbs to affect the presentation of information in a sentence.
- Use commas, brackets and dashes to make reading their sentences more coherent.
- Use a colon to introduce a list.

Spelling.

Children will be given spelling lists to learn. They will be taught to spell these at school, find meanings using a dictionary and other words with similar spelling patterns. Spellings will be sent home on a Wednesday so they can be practised at home during the week for the test the Wednesday after.

Science - Properties of materials

- Pupils will learn to: -
 - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
 - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
 - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
 - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
 - Demonstrate that dissolving, mixing and changes of state are reversible changes.
 - Explain that some changes result in the formation of new materials, & that this kind of change is not usually reversible, inc changes associated with burning & the action of acid on bicarbonate of soda.

Mathematics

Number - Number and Place Value

-Extending our understanding and use of fractions, decimals and percentages.

Addition and Subtraction

-Problem solving with a focus on choosing the most efficient methods to use, as well as ensuring we can estimate and check answers.

-Applying skills to *Solve addition and subtraction problems involving missing numbers.*

Multiplication and Division

-Use short multiplication methods, to multiply 2-digit numbers by two-digit numbers.

-Simplifying fractions.

-Decimals and percentages.

-Use a written method to divide numbers above the times tables.

-Use multiplication to check division and simplify fractions.

-Recall prime numbers, factors and multiples, square and cube numbers.

Measurement

-Analogue and digital time, time problems

- Weight and volume., Area, and perimeter.

Data Handling - Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).

-Complete, read and interpret information in tables and timetables.

-Solve comparison, sum and difference problems using information presented in all types of graph including a line graph.

-Calculate and interpret the mode, median and range. Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).

-Complete, read and interpret information in tables and timetables.

Music -Charanga:

The children will learn five songs and sing them from memory, discover who sang or wrote them, when they were written and, if possible, why?

Using these songs they will learn these skills:

- To move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.

PSHE

Living in the Wider World

The children will learn about:

- Belonging to a community
- Protecting the environment
- Compassion towards others

RSE

Journey in Love

God loves me in my changing and development:

Physical

To show knowledge and understanding of physical changes in puberty.

Art

Through our topic, " I need Space" the children will be:

- Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.
- Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
- Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.

History

Maya Civilisation

Children will be able to:

- Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like.
- Identify, describe and provide reasons to explain the occupations of modern Maya people Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning.
- Understand through explanation the purpose of the ancient Maya city of Chichen Itza.
- Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts - including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments - justifying their conclusions.
- Explain the social and religious importance of the Maya ball game pok-a-Tok.
- Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and justify their conclusions.

PE

REAL PE with Progressive Sports

The Children will be able to:

- Use Dynamic balance, agility and social skills.
- Make up a sequence and adapt it to different apparatus layouts.
- Use combinations of dynamics (pathways) to use space effectively.
- Make up own rule for longer, more complex sequences.
- Plan a sequence and adapt it to limited equipment.
- Work as a group and share roles fairly.
- Investigate different ways of working with a partner or small group.

PE - REAL Dance The children will be taught how to:

- See new challenges as an opportunity to learn.
- Have a clear understanding of how to improve my work and that of others.
- Be able to respond physically in imaginative ways.
- Plan an activity including possible dangers.
- Negotiate and collaborate with others through dance.
- Perform a range of skills fluently.

Computing
Spreadsheets

Children will be able to:

- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use the count tool to answer hypotheses about common letters in use.
- To use a spreadsheet to model a real-life problem.
- To use formulae to calculate area and perimeter of shapes.
- To create formulae that use text variables.
- To use a spreadsheet to help plan a school cake sale.