

### Happy New Year

A warm and prosperous new year to you, we are so pleased to have had the opportunity to teach your children over the last term. Staff this term: Mr Welch (5W class teacher); Mrs McNall (5M class teacher); Mrs Baharie (teaching geography and history) ; Mr Thompson (teaching geography and history); Miss Faulkner (teaching assistant); and Ms Sadler (teaching assistant).

This term, we will continue to weave our 'Golden Threads' of **Character**, **Ambition** and **Diversity** throughout our curriculum, so every child can reach their full potential academically, as well as continuing to develop socially and emotionally. Children have been informed about our Year 6 residential visit to Lockerbie Manor, where we can develop our resilience and really shine.

### Year 5 Key Information

The school day begins with a soft start from 8.45am, with registration at 8.50am. Year 5 finish at 3.30pm.

**P.E.** PE will be on a Monday. Children come into school wearing the correct PE kit of a white t-shirt and black shorts on these days.

**Swimming** is on Tuesday mornings, this term 5W will take the first slot and 5M the second, this will switch in the Summer term. We recommend children are provided with a robust snack/lunch on swimming days to help keep energy levels up throughout the school day. Swimming teachers have advised for children with long hair to wear a swimming cap, so that their hair isn't wet during winter months. Good luck to those competing in the gala!

### Home Learning

#### Reading

Pupils will bring a school reading book home every day. Please can this be returned daily as the book is used daily in school as part of their guided reading session.

#### Maths and English

This homework will be set in their CGP workbook on a Friday, to be completed by the following Wednesday.

#### Times Tables Rock Stars

Each pupil has their own TTRS log in. They will get most benefit from at least 3, 10 minute sessions a week.

# Oakfield Schools Federation

Guiding the futures of our children



## Year 5 Newsletter

Spring 2023

### How can you help at home?

In Maths, we are working on explaining our thinking, and revising the key concepts covered. So talking through problems given and getting your child to tell you how they solved a calculation would be an excellent way to support their learning.

We would appreciate if you could explore the spelling list for Year 5 with your child at home, by not only discussing the spelling rules, but also the meaning of the words; this will enable the children to learn to use them in context.

The children are also asked to continue to practise their times tables and read at least 3 times outside school. Please check their reading records weekly and, if you have time, hear them read and enjoy their books with them! We aim to instil a lifelong love of reading in all children!

## Year 5 Curriculum Coverage

### Spring Term 2022

**As a Linguist**, we will develop our understanding of spoken and written English. Using the **Mars Transmission** (Non fiction journal), **Cosmic** (Narrative Sci-Fi), **The Fantastic Flying Books** (Adventure Narrative). we will explore through characters and plots the themes of ambition, resilience and determination. We will be developing ambitious vocabulary using experience days for each module, role play in groups and independent research. We will be writing using ambitious language and grammatical features in line with Year 5 expectations and consider the audience. We will organise and structure our writing using the correct layout for a particular genre. At the end of the unit, pupils will understand that we edit to improve our writing to ensure it is the best version of our work. During Guided Reading, we will be working in groups to read, discuss and explore a range of genres and authors in order to identify different structure and author's intent. We will learn how to use specific evidence to support our answers and develop our reasoning skills. During lessons, we will evaluate the authors' choice of language and the effect on the reader. At the end of the day, we will share and enjoy our class novel read by our teacher to promote a life-long love of reading.



In **Computing**, children will design, write and debug programs that control or simulate physical systems; solve problems by decomposing them into smaller parts and attempt to turn more complex real-life situations into algorithms. Later on in the term, we will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

**As mathematicians**, children will compare areas and calculate the area of rectangles (including squares) using standard units. Pupils will make connections, multiplying two numbers together in order to calculate the area of a rectangle. Children will use their known multiplication facts to calculate the area of rectangles. Children will measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. They will use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. Children will multiply and divide numbers mentally drawing upon known number facts, place value and properties of numbers to support mental calculation with larger numbers., and will multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water). Pupils will establish whether a number up to 100 is prime and recall prime numbers up to 19. Furthermore, they will identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Pupils will know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

**As a Scientist**, we will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the Sun, Earth and Moon as approximately spherical bodies. Children will be able to answer questions such as: Can I sort the planets in order of distance from the Sun? Can I classify planets as either rocky or gas giant? Can I describe the orbits of the planets as elliptical? Children will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Furthermore, they will describe the movement of the Moon relative to the Earth. Children will know the Sun, Earth and Moon are approximately spherical bodies. Children will be able to answer questions such as: Can I explain why we have day and night on Earth and why this is cyclical? Can I describe the Moon's orbit around the Earth as elliptical?

Our study of a **Modern Foreign Language** takes us to China, where we will learn about cultural differences between China and the UK. We will chant, play games and sing songs to help us remember words, phrases and sentences. We will revise Chinese greetings, say the names of countries, days of the week and colours; and count to 20.

**Within P.E.** Basketball- children will work effectively as part of a team and explain why a performance is good. Children will understand how physical activity can contribute to a healthy lifestyle. Children will perform skills with accuracy, confidence and control. Children will apply basic principles suitable for attacking. Children will learn how to evaluate and recognise their own success.

Tennis– Children will learn to hit the ball with purpose, varying speed, height and direction. Children will play shots on the forehand and backhand side of body and use good footwork that allows the ball to be hit with good technique.

As **Artists**, children will identify and compare features of art installations. Children will investigate the effect of space and scale when creating 3D art. Children will problem-solve when constructing 3D artworks. They will plan an installation that communicates an idea. Children will apply their knowledge of installation art and develop ideas into a finished piece.

As **Geographers**, We will review our understanding of and describe the oceans place in the water cycle. We will quickly move onto understanding why our ocean is important. We will discover how the ocean is used for human activity and how the ocean helps to regulate the Earth's climate and temperature. We will then develop understanding of the main parts of the ocean which sustain life and their importance, such as the Great Barrier Reef. Pupils will finalise their thinking by understanding and reflecting on the consequence of humans interference with the ocean through pollution and begin to answer the question, what can we do to help out oceans?

**As Historians**, We will discover the achievements and mysteries of the Mayans. Starting by exploring the reasons why the Maya topic is on the curriculum, children will learn how the Mayan civilization grew so strong when the odds against it were so huge. We will then devote most time to exploring the characteristics features of the Mayan society and comparing it with the state of Britain at the same time i.e. about AD1100. We will develop the use of evidence, by asking the children to work out how we can be so sure about what life was like for the Maya a thousand years ago. The topic will conclude with an open-ended enquiry which will challenge children to work collaboratively and create their own plausible answer to the riddle of why the Mayan civilization came to such an abrupt end.

**Within R.E.** Children will learn that peace can mean two different things. It could be a time period without any conflict or it could mean an amount of time where you are in a state of calm or quiet with no disturbances. Peace is something that all governments and organisations aim for. Pupils will know that acts of peace are ways that this can be done – both as communities or as individuals.

**As Global Citizens**, we will begin by exploring diversity and collaboration as a basic human right as well as understanding what our role within a respectful and caring friendship could be by exploring the themes of listening, confidentiality and response. We will also grow an understanding Democracy by discussing the importance of law and order and the various structures of society that keep us safe.

**As Musicians**, children will explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary. Children will explore creative listening activities, learning to represent expressive features in music in a graphic score. Children will learn how improvisations has been used throughout musical history. Children will learn about music styles such as jazz and influential musicians such as Louis Armstrong.