

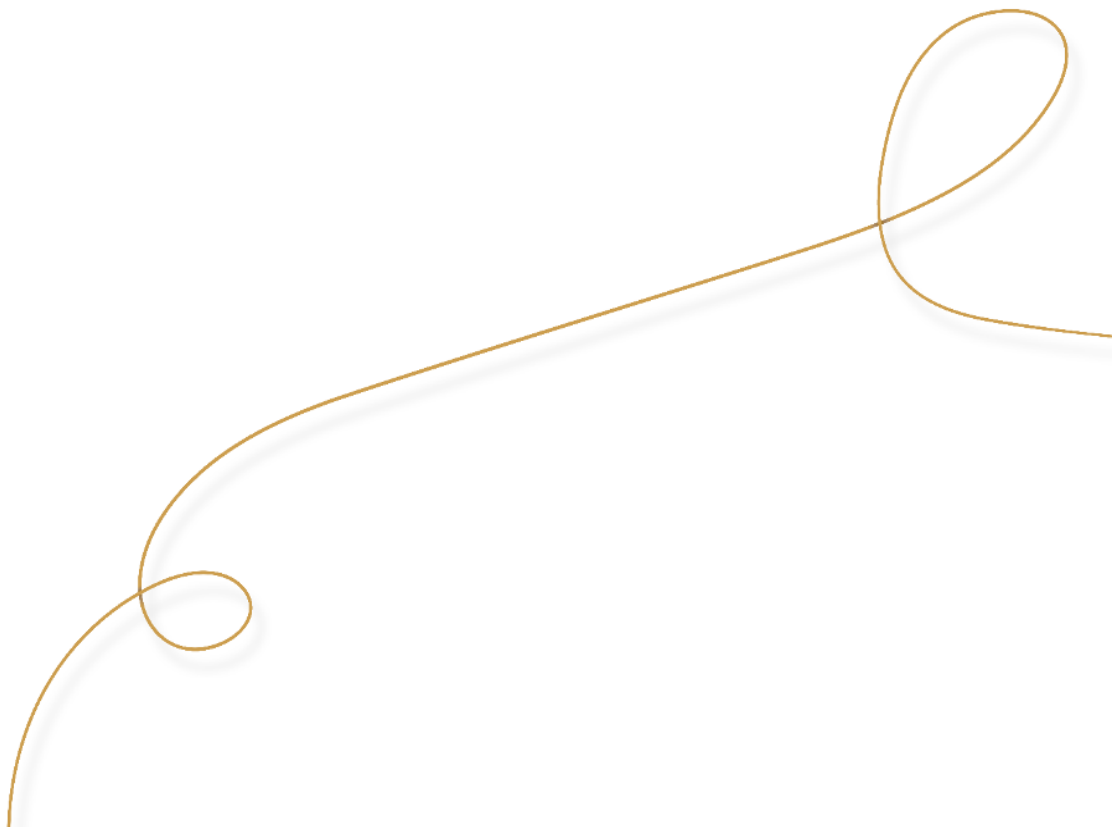


Sherborne House

Enquiring Minds, Extraordinary Stories.

Year 5 Curriculum

Spring 2024



Welcome

Dear Parents,

We are delighted to have welcomed the children back after the Christmas break and it is great to see them all in good spirits for the exciting term ahead. We have been joined by Vilma Patrizio as our new Year 5 teaching assistant and we are sure the children will welcome her warmly. Due to staffing changes in school, there have been some small changes to the class timetables, which are included at the back of this booklet.

On **Thursday 1st February** we would like to invite you to the Year 5 assembly for an insight into all of your child's hard work so far this academic year. On **Monday 5th February** we will be heading off to Argoed Lwyd in Wales for a week of outdoor adventure. During the term we will be carrying out standardised testing for reading (NGRT) and spelling (NGST), and will be offering parents evening appointments in the coming weeks. In March, your child will showcase their learning and progress with you during another child-led conference.

As in the Autumn Term, English and maths homework will be set weekly in homework books or on Atom. Spelling tests will be every Tuesday. Homework for other subjects will be set, where appropriate, on a Thursday. This homework schedule can be found at the top of your child's Google Classroom. Please remind your children to look out for homework notifications on Google Classroom, and encourage them to take ownership of their learning in this way.

Daily routines remain important and we would be grateful if you could ensure that your child is at school by 8.30am each morning for registration, ready to register promptly and begin learning at 8.40am.

Should you wish to discuss any academic or pastoral matters, please contact the relevant staff or form tutor by email in the first instance, in order to arrange a mutually convenient time for further discussion.

Kind regards,

Shannon Rhodes

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English

Spring 1: 5,4,3,2,1 - Identity

In the first half of the term, we will complete a learning journey based on identity and difference. We will look at a variety of short stories and poems relating to these themes and then dive into *The Boy at the Back of the Class* by Onjali Q. Raúf - “a timely and important book which illuminates the realities of life as a refugee”. We will use these texts to practise a range of reading comprehension skills (vocabulary, predict, explain), as well as prompting writing opportunities, namely a newspaper report and a formal letter, recapping the important features of both.

Key vocabulary this half term:

formal, informal, perspective, stanza, asylum seeker, assimilate, belonging, bigotry, citizen, integrate, immigrant, migrant, refugee, tolerance, acceptance.

Spring 2: I packed my suitcase - Adventure

After the February half-term, we will be using *The Watertower* by Gary Crew and Steven Woolman as the focus of our learning journey. With this new text driver, we will continue to use prediction and explaining skills, using details and implied information to create reasoned justifications for their views. Your child will consider the features of mystery as a genre to create their own mystery narrative, considering how vocabulary choices can help to create mood and suspense, and integrate correctly punctuated dialogue to convey character and advance the action.

Key vocabulary this half term:

colloquial, modal verb, adverb, justify, predict, imply, mood, dialogue, personification, suspense.

Maths

Spring 1: 5,4,3,2,1 - Identity

To begin this term, we will be recognising and using tenths, hundredths and exploring decimals and their equivalents to percentages and fractions. We will be applying knowledge to solve problems which require knowing percentage and decimal equivalents. We will also be measuring and calculating the perimeter of rectangles and we will finish the half term by exploring prime numbers.

Spring 2: I packed my suitcase - Adventure

In the second half of the term, we will be developing the children’s conceptual understanding of multiplying and dividing by 10, 100, 1000. We will also be focusing on time and developing their knowledge of reading time from analogue and digital clocks and converting between the two and solving problems involving 12- and 24-hour clocks. To finish the term, we will revisit fractions; specifically how to simplify and sequence fractions.

Key vocabulary for the term

convert, represent, estimate, calculate, compare, properties, prime, square, cube, equivalent, operation, metric, imperial, fraction, decimal, decimal place, integer, simplify, mixed number, negative, positive, translate, polygon, regular, irregular

Science

Practical tasks will be undertaken to cover a range of investigative skills, linked to application of knowledge in reversible and irreversible changes and also living things. Lessons dedicated to creating and interpreting scientific data will also form part of our curriculum. These skills will include:

Spring 1: 5,4,3,2,1 - Identity

- Explores ideas and raises different kinds of relevant questions.
- Recognises which secondary sources are most useful to research their ideas and begins to recognise that there are differences between fact and opinion.
- With increasing confidence selects and plans the most appropriate type of scientific enquiry for answering a scientific question.
- Recognises when and how to set up comparative and fair tests and is beginning to explain which variables need to be controlled and why.
- Make their own decisions about what observations to make, what measurements to use and how long to make them for.
- Decides how to record data from a choice of familiar approaches.
- Uses relevant scientific language and illustrations to discuss and communicate their ideas. Is sometimes able to justify their scientific ideas.
- Talks about how scientific ideas have developed over time.
- Reports and presents findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.
- Knows that some materials will dissolve in liquid to form a solution, and describes how to recover a substance from a solution.
- Uses knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrates that dissolving, mixing and changes of state are reversible changes.
- Explains that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Spring 2: I packed my suitcase - Adventure

- Uses and develops keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural Environment.
- Uses relevant scientific language and illustrations to discuss and communicate their ideas. Is sometimes able to justify their scientific ideas
- Describes the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describes the life process of reproduction in some plants and animals.
- *Could work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.*

Computing

Teaching and discussion of e-safety will be continuous throughout the year, and will be promoted in a variety of ways. Devices will be used to support cross-curricular learning in a wide range of contexts to aid digital literacy.

Spring 1: 5,4,3,2,1 - Identity

For the first half of term we will introduce the children to micro:bits - an award-winning programmable device that allows students to get hands-on with coding and digital making. They will gain practical skills for creating, testing, and transferring code to micro:bits, understanding that computers need instructions in a sequence, also known as algorithms, and that these are written as programs in code (a language the computer can understand). Your child will learn how sequences and loops can be used to make animations and control programs and learn how logic ('if...then' instructions) and sensors combine to make a simple control system.

Spring 2: I packed my suitcase - Adventure

This unit looks at how flat-file databases can be used to organise data in records. Children will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems and present their work to others.

Humanities

Spring 1: 5,4,3,2,1 - Identity

This half term, we are exploring the religion Islam. The children will explain how selected features of

religious life make a difference to the lives of individuals and communities and explore how some forms of religious expression are used differently by individuals and communities. They will also explore the geography of the religion and the history of Islam.

As well as focusing on the following skills:

- Suggest lines of enquiry
- Recognise and explain diversity
- explain connections between questions and answers

Spring 2: I packed my suitcase - *Adventure*

TBC following discussions with pupils.

Creative Arts

Spring 1: 5,4,3,2,1 - *Identity*

In creative arts, the pupils will be looking at a unit of work inspired by Frida Khalo. They will explore and compare the work of various artists and use acquired technical expertise to create self portraits, which effectively reflect their ideas and intentions.

Spring 2: I packed my suitcase - *Adventure*

In the second half of the term, the focus will be on Design and Technology. The children will be exploring structures and looking at the work of the architect Antonio Gaudi.

Languages

In French, following our scheme of work, the children will explore where French is spoken in the world, and discuss the weather in those countries. In Spanish, they will learn to talk about where they live, and to describe their house.

In the second part of the term, in French, the children will focus on higher numbers, and use them in shopping role plays. In Spanish, the children will learn school subjects, which will lead them to express and justify their opinions.

Children should continue to use Linguascope.com at home to consolidate what they have worked on at school and revisit previously learnt topics.

The username is 'Sherhouse', and the password is 'chouette24' .

PSHE and Relationships Education

Planning follows a spiral curriculum for PSHE (Personal, Social, Health and Economics) and RSHE (Health and Relationships Education) which includes mental health and wellbeing. There are cross-curricular links with many other subjects e.g. games, religious education, science, Maths and computing.

In Spring 1 discussions will be based around 'Keeping Safe'. During this topic, children will carry out practical tasks, discussions and activities to develop their understanding around safe, hazardous and dangerous situations, as well as identifying the difference between the level of risk. We will also cover topics such as; internet safety, smoking and safety around medicine. In Spring 2, we will be focussing on rights and responsibilities.

Lessons will also be adapted depending on current needs of the children, in response to topical world events and special days such as Children's Mental Health Week and Internet Safety Day. The detailed objectives for Year Five, and statements of progression, are in the curriculum area of our school's website.

Pupils will also continue to work towards completing aspects of the STEPS Leadership programme, which encourages self-reflection, taking risks, aspirational goals and working out of their comfort zones.

Performing Arts

In Performing Arts this term, the children will be exploring the lives and works of various romantic composers such as Schumann and Brahms, making connections between different styles of music. They will work in groups to research a composer of their choice, learning about their influences and choosing a piece of music to play to performance standard, using a wide range of instruments. We will be focussing on composing pieces of music in ternary form.

In drama, the children will be using 'The Tempest' as a starting point for script work, initially working from simple scripts. They will then begin to write their own scripts for four people, including two scenes.

P.E./Games

During our P.E. lessons we will focus on improving stamina beginning with a couple of weeks of cross country running and then follow this up with orienteering. After half term we will develop the students gymnastics skills by practising inverted balances in our lessons. In games, the girls will be developing their netball and football skills. Whilst the boys will mainly focus on improving their football and basketball skills. Inter-school matches will take place on Wednesday afternoons, please see the calendar for dates and times.

Ways in which you can support your child further at home:

- Take time to talk to your child about what they have done in school, what has made them wonder and what they would like to find out more about.
- Check in with your child each day and model how they might identify and talk about their emotions.
- Encourage your child to check regularly both Google Classroom and their school email account, taking ownership of their homework and organisation.
- Set aside time each day for your child to read independently, share books with them and encourage them to discuss the content.
- Develop vocabulary, using a dictionary or thesaurus.
- Encourage the use of a neat and cursive handwriting style in all writing.
- Provide opportunities for your child to practise times tables (using Times Tables Rockstars) and spellings regularly.
- Encourage use of correct mathematical and scientific language when discussing learning.
- Support your child in completing practice exam questions and reflecting on their answers.

Please let us know if you could offer your expertise in any of the curriculum areas, either by coming into school or via a Google Meet.

5SR Class Timetable 2024

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.40 - 9.00	Spanish	Form time	Form time	Form time	Form time
9.00 - 9.20		Performing Arts	French	PE	NR / Non-VR
9.20 - 9.40					
9.40 - 10.00					
10.00 - 10.20					
10.20 - 11.20	English	English	English	Maths	Maths
11.20 - 12.20	Maths	Maths	Maths	English	English
12.20 - 1.20					
1.20 - 1.40	Assembly	Assembly	Games	Assembly	Golden Thread
1.40 - 2.00	PE	Art		Computing	
2.00 - 2.20					
2.20 - 2.40					
2.40 - 3.00	Humanities			Science	
3.00 - 3.20		PSHE			
3.20 - 3.40					
3.40 - 4.00					

5CB Class Timetable 2024

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.40 - 9.00	Performing Arts	Form time	Form time	Form time	Form time
9.00 - 9.20		PSHE	Performing Arts	PE	VR / Non-VR
9.20 - 9.40	Spanish				
9.40 - 10.00					
10.00 - 10.20					
10.20 - 11.20	English	English	English	Maths	Maths
11.20 - 12.20	Maths	Maths	Maths	English	English
12.20 - 1.20					
1.20 - 1.40	Assembly	Assembly	Games	Assembly	Golden Thread
1.40 - 2.00	Humanities	Art		Science	
2.00 - 2.20					
2.20 - 2.40					
2.40 - 3.00					
3.00 - 3.20	PE	French			
3.20 - 3.40					
3.40 - 4.00					

Assessment Timetable

Please see the parent letter for more information regarding the assessment cycle.

	Assessment & Reporting	Meetings
September	NGRT Score (Reading) NGST Score (Spelling) CAT4 Score (Cognitive Ability)	
October	PTE (progress test in English) PTM (progress test in Maths) Test data report	Meet the Form Tutor W/C 9th October
November		
December	Attendance data report	Pupil-Led conferences W/C 13th November
January	NGRT (reading) NGST (spelling)	Parents evening W/C 22nd January
March	Attendance data report	Pupil-Led conferences
May	PTM (Progress test in maths) PTE (Progress test in English)	
June	NGRT Score (Reading) NGST Score (Spelling)	
July	Full written report Attendance data report	Meet the New Teacher