



Year 5

**Guide To
Spring Term 2
2021**



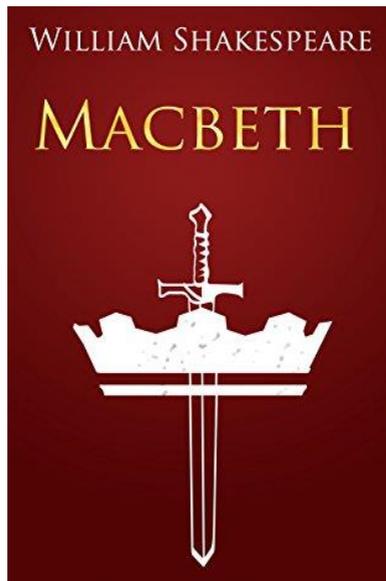


Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a driving question to get us thinking. We have listed the **main** curriculum areas that will be addressed through each question and have given a brief outline of what we

will be learning.

This half term our driving question will be...

Macbeth: Who's to blame?



The key driver for this topic is **English**. We will be reading and performing various scenes from Macbeth by William Shakespeare.

English: We will be reading and interpreting this tragic tale, making comparisons between different versions of the story. We will be analysing the main characters intentions, personality and influences. We will be reviewing performances and writing our own potions. We will be looking at play scripts and writing and acting out our own mini plays. “Double, double, toil and trouble, fire burn and cauldron bubble...”



Art and Design: We will be looking at collage and layering our designs. Our focus will be on faces and how we can add texture and form using collage techniques.

PSHCE: We will be continuing our work on community with our topic ‘Be Friendly, Be Wise’, to encourage positive relationships within and outside the classroom.

This term we are organising our curriculum differently and we will be having themed weeks with a different focus each week.

Week 1 – Dragons’ Den Week:

During this week we will become entrepreneurs! We will design a product, company name, logo and slogan and pitch our ideas to the dragons. We will carry out market research and work out the costings and profit of our products. We will then have a go at making them!



Week 2 – World Book Week:

Instead of World Book Day (Thursday 4th March) we are going to celebrate our love of reading all week long! During this week we are going to focus on our class story of Macbeth. We will be completing different activities connected to this book as well as sharing our favourite bedtime stories in our pyjamas on World Book Day.



Week 3 – Well-being Week:

We are so excited to be welcoming all children back into school this week. We will be focusing on our wellbeing. We will be practising mindfulness and self-regulation as well as thinking about our relationships.



Week 4 – Arts Week:

During this week we will be looking at the proportions of faces. We will be using collage techniques to create a range of faces which develop texture and tone.

Week 5 – Science Week:

In our Science week we will be learning about FORCES. We will look at: air resistance, up thrust, gravity, friction, levers and pulleys. We will be completing many experiments and comparing our results.



Week 6 – RE and Celebration of Learning Week:

During this week we will be learning all about Easter and how and why Christians celebrate it. We will write about the Easter story and also make our own Easter decorations. We can't wait to show you all of our work during Celebration of Learning.



Year 5 Information



The team:

Miss Axton – Elm Class Teacher

Miss Barnard – Beech Class Teacher

Mrs Mills and Miss Hills – Teaching Assistant

Mr Scrivens - Individual Needs Assistant

Theme Weeks:

Week beginning	Focus
22 nd February (4 days due to INSET)	Dragons' Den Week
1 st March	World Book Week
8 th March	Well-being Week
15 th March	Arts Week
22 nd March	Science Week
29 th March (4 days due to Good Friday)	RE and Celebration of Learning Week

PE days:

Wednesday - Outdoor P.E

Friday - Outdoor P.E

NB: We ask that your child comes to school in their PE kit on PE days.

Coats/snacks/drinks and equipment:

Children should only bring essential items to school.

Please ensure your child has a named waterproof coat and a named water bottle in school every day.

Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns; our doors are always open.

Preview/review

At the beginning of each half term we would also like to invite your child to reflect on previous learning and look forward to new learning.

*Last half term our big question was
“Community: How can we work
together?”*

What did you learn?

*This half term our big question is
“Macbeth: Who’s to blame?”*

What do you want to know?



Year Group Objectives

On the following pages are the key year group objectives for reading, writing and maths that we use in school to assess the children. For a child to achieve age related expectations they need to have met all of these objectives by the end of the year.

On the school website you can also view a Year 5 guide which has been published by Twinkl. This useful document can be found in [Our School > Curriculum and Assessment > Year Group Objectives](#) and gives guidance on the key skills covered throughout the year.

Reading:

	<p>Read age-appropriate books with confidence and fluency (including whole novels).</p>
	<p>Read aloud with intonation that shows understanding.</p>
	<p>Work out the meaning of words from the context.</p>
	<p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</p>
	<p>Predict what might happen from details stated and implied.</p>

	<p>Retrieve information from non-fiction.</p>
	<p>Summarise main ideas, identifying key details and using quotations for illustration.</p>
	<p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p>Make comparisons within and across books.</p>

Writing:

Objective

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

in narratives, describe settings, characters and atmosphere

integrate dialogue in narratives to convey character and advance the action

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

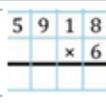
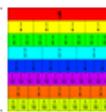
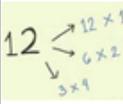
use verb tenses consistently and correctly throughout their writing

use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)

spell correctly most words from the year 5 / year 6 spelling [list](#) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

maintain legibility in joined handwriting when writing at speed.

Maths:

	<p>Read, write, order and compare numbers to at least 1,000,000 and understand the value of each digit.</p>		<p>Multiply numbers up to four digits by a one or two-digit number, using a formal written method. Use long multiplication for two-digit numbers.</p>																		
<p>Weight</p> <p>1 tonne = 1000 kilograms 1 kilogram = 1000 grams 1 gram = 1000 milligrams</p> 	<p>Convert between different units of measure.</p>		<p>Divide numbers up to four digits by a one-digit number using a formal written method of short division and interpret remainders.</p>																		
	<p>Interpret negative numbers in context; count forwards and backwards with positive and negative whole numbers, including through zero.</p>		<p>Compare and order fractions whose denominators are all multiples of the same number.</p>																		
	<p>Add and subtract whole numbers with more than four digits and numbers with up to 3 dp, using column addition.</p>	<p>Water timetable</p> 	<p>Complete, read and interpret information in tables, including timetables.</p>																		
	<p>Measure and calculate the perimeter of composite shapes in cm and m.</p>	$0.35 = \frac{35}{100}$	<p>Read and write decimal numbers as fractions, e.g. $0.71 = 71/100$.</p>																		
	<p>Add and subtract numbers mentally including large numbers, e.g. $12,462 - 2,300$.</p>		<p>Read, write, order and compare numbers with up to 3 decimal places.</p>																		
	<p>Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.</p>		<p>Solve problems using percentage, decimal & fractional equivalents;</p> <p>$\frac{1}{4} : 0.25 : 25\%$ $\frac{1}{10} : 0.1 : 10\%$ $\frac{1}{5} : 0.2 : 20\%$</p>																		
<p>Product</p> <p>48</p> <p>number number</p> <p>? ?</p> <p>sum</p> <p>14</p>	<p>Use knowledge of factors and multiples to solve problems.</p>		<p>Draw given angles and measure them in degrees.</p>																		
	<p>Use knowledge of square and cube numbers to solve problems.</p>	 <p>Figure 8</p>	<p>Calculate and compare the area of rectangles using cm^2 and m^2.</p>																		
	<p>Solve problems including scaling by simple fractions and solve problems involving simple rates.</p>	<p>Regular and Irregular Polygons</p> <table border="1"> <thead> <tr> <th>Shape</th> <th>Regular</th> <th>Irregular</th> </tr> </thead> <tbody> <tr> <td>Triangle</td> <td></td> <td></td> </tr> <tr> <td>Quadrilateral</td> <td></td> <td></td> </tr> <tr> <td>Pentagon</td> <td></td> <td></td> </tr> <tr> <td>Hexagon</td> <td></td> <td></td> </tr> <tr> <td>Heptagon</td> <td></td> <td></td> </tr> </tbody> </table>	Shape	Regular	Irregular	Triangle			Quadrilateral			Pentagon			Hexagon			Heptagon			<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>
Shape	Regular	Irregular																			
Triangle																					
Quadrilateral																					
Pentagon																					
Hexagon																					
Heptagon																					