



Be KIND

Soyez Gentille

Be SAFE

Soyez Prudente

Be READY

Soyez Prête



Year 5

**Guide To
Spring Term 2
2022**



will be learning.

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

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 versions of Macbeth but focusing on a graphic novel version on the famous play by William Shakespeare.

Our key vocabulary is:

betrayal, loyalty, control, guilt, fate, sacrifice, supernatural, treason, destiny, usurp

English: Our term began sharing the thrilling tale of Shakespeare's 'Macbeth'. We will read and interpret this tragic tale, making comparisons between different versions of the story. We will analyse the main characters intentions, personality and influences. We will be reviewing performances and writing creating our own playscripts.



Computing: We will be combining our knowledge of computing and art to create digital images, in order to improve our graphic designing skills.



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.

Maths:

Our main objectives are:

Area and Scaling

- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Decimal Fractions:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example

- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

As a school, we have invested in the ‘Times Tables Rock Stars’ and ‘Numbots’, educational, online platforms. We would encourage children to use these platforms little and often, with your support where necessary.



Numbots is a robot-immersed game, with the aim of developing children’s understanding, recall and fluency in mental addition and subtraction. We would encourage our children in KS2 to access Numbots to consolidate their core maths skills.



Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Children are able to practice multiplication tables, and associated division facts, to develop fluency and speed in recalling multiplication facts. This will impact on later maths skills.

Talk to your child’s class teacher for ways to help.

Year 5 news and information

The team:

Rowan Class: Mrs Arnold

Sycamore Class: Miss Barnard

Aspen Class: Miss Roberts

Aspen class, individual needs teacher: Mrs Camburn

Teaching Assistant: Mrs Mills

Individual Needs Assistants: Mrs Cooke, Miss Short, Miss Hills and Mrs Hills

Key Stage 2 Phase Leader: Mrs Galpin

PPA cover: Mrs Moynihan, Mrs Burge and Ms Gerring

Exciting days and events:

World Book day: Thursday 3rd March

Portals to the Past (rescheduled Viking Day): Thursday 10th March

West Sussex fire and Rescue service: 17th March

Red nose Day: Friday 18th March

Year 5 Assembly: 6th April – 2.15pm & 8th April 9am

PE & Library Days:

Outdoor PE: All classes Friday

Indoor PE: Monday

Library: Friday



Forest school: *Every Tuesday this half-term, we will be out at Forest School. Please ensure your child is dressed appropriately for all weathers, including appropriate footwear.*

Coats/snacks/drinks and equipment:

Please ensure your child has appropriate clothing for cold/wet weather as we will often still go out when it is raining and remember to ensure they have a separate jumper for outdoor PE. We ask that every child has a water bottle in school and that healthy break time snacks are put in the class box as soon as they come in in the morning. These should be separate from their lunch.

Please do not hesitate to get in touch with your child's Class Teacher if you have any concerns or queries; 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

Vikings: Raiders or Traders?

What did you learn?



This half term our big question is

“Macbeth: Who’s to blame?”

What do you want to know?

The Summerlea Seven

H ONESTY E QUALITY A SPIRATION R RESPECT R ESILIENCE R ESPONSIBILITY T RUST

Personal Learning and Thinking Skills (PLTS)



I Am An Effective Participator

- I listen to and value the ideas and suggestions of my classmates.
- I contribute to and take part in class discussions.
- I am keen to share my work with my teacher and my class.
- I put up my hand and answer questions.
- I am good at thinking logically and breaking problems into manageable chunks.
- I can make a persuasive but open-minded argument.
- I take part in a range of activities in my community beyond school.



I Am A Creative Thinker

- I can imagine new ideas.
- I question things that we often take for granted.
- I am not afraid to try out alternative ideas or do new things. I will work outside of my comfort zone and see things through.
- I can think of innovative and exciting ways to improve my work.
- I can make connections and links between ideas.



I Am A Reflective Learner?

- I enjoy sharing my learning with others.
- I can identify ways to improve my own and other's work.
- I can deal positively with praise, constructive criticism and set backs.
- I can communicate my learning in different ways.
- I can set positive challenges to help me achieve my goals.
- I can plan a project using SMART targets, learning diaries and review points to keep me on track.

I Am An Independent Enquirer

I can plan and carry out a research project.

I can explain the decisions I make and discuss or present their possible consequences.

I can identify questions to answer and problems to resolve.

I can analyse and evaluate information from a range of sources.

I can explore ideas from different points of view.

I can select the most relevant or valuable ideas to use in my own work.



I Am An Effective Team Worker

I recognise and value the strengths of everyone in my team.

I can manage a team effectively to complete a project

I can recognise the efforts and achievements of others and praise them.

I can discuss things, make compromises and agree with my classmates about how best to achieve a task.

I can take on different team roles and accept responsibility for seeing them through.



I Am An Effective Self Manager.

I always complete my work and hand it in on time.

I can show Initiative and Perseverance. I see a task through to its end.

I can take and manage risks.

I can manage my own emotions.

I can organise my time and resources I need.

I think about problems and search for solutions before asking for help.

I can prioritise what needs to be done during a task.

