



Thurston CE  
Primary Academy

# Year 5 Curriculum Newsletter Spring 1

## Key Information

**Staffing:** Miss Earrye (Pumas), Mr Mison (Lions)  
**Teaching assistants:** Mrs Pointer (HLTA), Mrs Rose and Mrs Collins.  
**P.E:** Lions– Tuesday / Pumas– Friday  
**Ukulele:** Thursday afternoon  
**Library Days:** Lions– Monday / Pumas– Wednesday  
**Spellings:** Handed out on a Friday; tested on the following Friday.  
**Home Learning:** Weekly home learning task sent out on a **Friday** (see weekly newsletter). To be completed by the following **Wednesday**.  
**Class Emails:** [pumas@thurstonprimary.net](mailto:pumas@thurstonprimary.net) / [lions@thurstonprimary.net](mailto:lions@thurstonprimary.net)

## Christian Value

**Courage**

Subject	Coverage	Knowledge & Skills
English	<p><b>3rd person narrative:</b> To write a story in the style of Rudyard Kipling changing from the 3rd person to the 1st person.</p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere.</li> <li>Use relative clauses.</li> <li>Use verb tenses consistently and correctly throughout most of their writing, indicate degrees of possibility using adverbs or modal verbs.</li> <li>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</li> </ul> <p><b>Explanatory text:</b> To write an explanation of the journey of a river from source to mouth.</p> <ul style="list-style-type: none"> <li>Use a range of devices to build cohesion within and across paragraphs.</li> <li>Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect.</li> <li>Use a range of devices to build cohesion within and across paragraphs (adverbials of place).</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> </ul> <p><b>SPAG:</b> Revision of word classes and basic punctuation, standard English, direct speech, word families and simple, progressive and perfect tenses.</p>	
Maths	<p><b>Multiplication and division:</b> Multiply using a formal written method, short division, dividing a 4DN by a 1DN, divide with a remainder, problem solving.</p> <p><b>Fractions:</b> Multiply fractions by integers, finding fractions of an amount, find the whole.</p> <p><b>Decimals and percentages:</b> Decimals up to 2DP, equivalent fractions and decimals (tenths and hundredths), thousandths as fractions and decimals.</p>	
Science	<p><b>Spring 1 - Animals including humans</b></p> <p><b>Knowledge:</b> Pupils will be able to describe the changes humans go through as they develop into old age.</p> <p><b>Skill Focus:</b> Observe and Measure— Children will learn to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	
Humanities	<p><b>Geography: Rivers</b></p> <p>Children will look at how the course of a river changes from its source to its mouth. They will learn the names of and be able to identify the different parts of a river. River estuaries will be explored and children will understand why they are such important places for wildlife.</p> <p>The different parts of a water cycle will be taught and as the unit comes to an end, we will look at how the Isle of Dogs has changed over the years and why Bangladesh is prone to flooding.</p>	<p><b>Key skills:</b></p> <p><b>Locational knowledge:</b> Name and locate the key topographical features including rivers. Understand how these features have changed over time. To locate the key rivers of the UK and the world.</p> <p><b>Place knowledge:</b> Understand the geography of the UK, particularly focusing on the geography of rivers.</p> <p><b>Human and physical geography:</b> To describe the key features of a river system. To explain how erosion and deposition works in rivers. To describe the ways rivers are used. Understand how humans affect the environment over time.</p> <p><b>Geographical skills:</b> The use of ordnance survey maps. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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<p><b>Computing</b></p>	<p><b>Spring 1</b>  <b>Data handling:</b> Mars Rover 1  Pupils will:  Children will learn what a Mars Rover is, what processes occur in order for it to do its job, and how these work.</p>	<p><b>Data handling:</b> Skills  Pupils will:</p> <ul style="list-style-type: none"> <li>Identify some of the types of data that the Mars Rover could collect (for example, photos).</li> <li>Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this.</li> <li>Read any number in binary, up to eight bits.</li> <li>Identify input, processing and output on the Mars Rovers.</li> <li>Read binary numbers and grasp the concept of binary addition.</li> <li>Relate binary signals (Boolean) to a simple character-based language, ASCII.</li> </ul>
<p><b>RE</b></p>	<p><b>Spring 1—Hinduism</b></p>	<p><b>How do questions about Brahman and Atman influence the way a Hindu lives?</b></p> <ul style="list-style-type: none"> <li>Engage with a dilemma for some Hindu monks</li> <li>Enquire into Hindu ideas about God, the world and living beings</li> <li>Explore beliefs about Brahman / Atman in Hindu narrative</li> <li>Explore ideas about God in Hindu community practice</li> <li>Explore Brahman / Atman in relation to Hindu Living</li> <li>Evaluate what pupils have learnt about Hindu belief and practice in relation to Brahman / Atman</li> </ul>
<p><b>Art</b></p>	<p><b>Spring 1</b>  <b>Drawing: Make my voice heard</b>  Pupils will collect a good range of imagery, adding annotated notes and sketches and make relevant comparisons between different styles of art. They will use tools effectively to explore a range of effects. They will generate symbols that reflect their likes and dislikes, create a tile that is full of pattern, symbols and colours that represents themselves. Pupils will understand the impact of using techniques for effect.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> <li>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>Combine materials and techniques appropriate to fit with ideas.</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> </ul>
<p><b>PE</b></p>	<p><b>Spring 1</b>  <b>Gymnastics</b></p>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>Can perform complex shapes with control and some flexibility</li> <li>Perform more complex jumps, tuck, pike and a scissor kick</li> <li>Perform a T-roll Perform symmetrical and asymmetrical balances</li> <li>Perform a 'squat on and squat off' on various apparatus</li> <li>Link skills to create a sequence with Fluency.</li> <li>Co-operate, communicate and collaborate with others</li> <li>To perform a hurdle step on the floor/springboard</li> </ul>
<p><b>MFL-French</b></p>	<p><b>Spring 1</b>  <b>Rigolo Unit 3: La nourriture</b></p>	<p><b>La nourriture:</b> Asking politely for food items, describing how to make a sandwich, expressing opinions about food, talking about healthy and unhealthy foods.</p>

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<b>Music</b>	<b>Ukulele</b>	Learn to how to tune the ukulele. Play the chords C, G and F.  Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
<b>PSHE</b>	<b>Citizenship: The laws, rights and responsibilities.</b> Pupils will: Understand what happens when someone breaks the law and what prejudice and discrimination are and why and how they should be challenged. They will understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. Understand what rights are and that freedom of expression is one of these rights and understand the basics of how parliament works including the parts of parliament.	<b>Key skills:</b> <ul style="list-style-type: none"> <li>• Discussing how rights and responsibilities link.</li> <li>• Exploring the right to a freedom of expression.</li> <li>• Developing an understanding of how parliament and Government work.</li> <li>• Discussing ways to challenge prejudice and discrimination.</li> <li>• Explaining why reducing the use of materials is positive for the environment.</li> <li>• Identifying the contribution people make to the community and how this is recognised.</li> </ul>

## Ways To Help At Home

<p style="text-align: center;"><b><u>Reading/Spelling</u></b></p> <p>Whilst most children in Years 5 are fluent readers, it is still important that they read everyday. This can be to themselves or to an adult; it helps to build vocabulary and comprehension skills. Children can read a book from home or choose one from school.</p> <p>Please support your child with learning their weekly spellings which are handed out every Friday.</p>	<p style="text-align: center;"><b><u>Home Learning</u></b></p> <p>Home learning tasks will all be online this year (no home learning books will be sent home). One week the task will be maths based; the next week it will be grammar based.</p> <p style="text-align: center;"><b>It is expected that these tasks are completed each week.</b></p> <p>The tasks will be set from either: Mathletics, TT Rockstars or Deepening Understanding (now known as Planpanion). Details of which tasks to complete will be on the weekly school newsletter sent out on a Friday.</p>
<p><b><u>Key Dates</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

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