



Thurston CE
Primary Academy

Christian Value

Friendship

Year 5 Curriculum Newsletter Summer 1

Key Information

Staffing: Miss Earrye (Pumas), Mr Mison (Lions)

Teaching assistants: Mrs Pointer (HLTA) and Mrs Rose.

P.E: Lions– Tuesday / Pumas– Friday

Ukulele: Thursday afternoon

Library Days: Lions– Monday / Pumas– Wednesday

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 / lions@thurstonprimary.net

Subject	Coverage	Knowledge & Skills
English	<p>3rd person narrative: To write the next chapter of The Explorer by Katherine Rundell, in the 3rd person including dialogue.</p> <ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere. Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description. Use brackets, dashes or commas to indicate parenthesis. <p>Newspaper report: To write a newspaper report detailing the events of the swimming pool break in.</p> <ul style="list-style-type: none"> Select language that shows good awareness of the reader – appropriate level of formality. Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time and place, pronouns, synonyms). Use verb tenses consistently and correctly throughout most of their writing. Use relative clauses. <p>SPAG: Use of commas to clarify meaning and avoid ambiguity, synonyms and antonyms, hyphens, revision of subordinate clauses, adverbs, tenses.</p>	
Maths	<p>Statistics: Draw, read and interpret line graphs, read and interpret tables and time tables.</p> <p>Shape: Understand and use degrees, classify and estimate angles, measure angles up to 180°, draw lines and angles accurately, calculate angles around a point and on a straight line, regular and irregular polygons and 3D shapes.</p> <p>Position and direction: Coordinates, translations and symmetry.</p> <p>Decimals: Add and subtract decimals within and across 1, add and subtract decimals with a different number of decimal places.</p>	
Science	<p>Summer 1 - Living things and their habitats</p> <p>Knowledge: Pupils will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p>Skill Focus: Interpret and report—Report and present findings from enquiries, inc. conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language.</p> <p>Summer 1—Materials and their properties</p> <p>Knowledge: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials. Compare and group together everyday materials on the basis of their properties. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Skill Focus: To plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.</p>	

You will never have this day again so, with the guidance of God, make it count!

<p>Humanities</p>	<p>Summer 1</p> <p>History:</p> <p>Changes in crime and punishment from the Anglo-Saxons to the present.</p>	<p>How do we know what punishment was like 800 years ago?</p> <p>What does the legend of Robin Hood tell us about medieval justice?</p> <p>How did crime and punishment change between 1500 and 1750?</p> <p>Why did punishments become so bloody in the 18th century?</p> <p>Why did so much change happen in crime and punishment in the 19th century?</p> <p>Has the way we catch and punish criminals improved over the last 100 years?</p>
<p>Computing</p>	<p>Summer 1</p> <p>Creating media: Stop motion animation</p>	<p>Creating media: Skills</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Decompose animations into a series of images Decompose a story to be able to plan a program to tell a story Use video editing software to animate <p>Create a toy with simple images with a single movement and then create a short stop motion with small changes between images. They will think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters. Pupils will make small changes to the models to ensure a smooth animation and delete unnecessary frames before adding effects such as extending parts and titles.</p>
<p>RE</p>	<p>Summer 1 - Christianity</p>	<p>Should believing in resurrection change how Christians view life and death?</p> <ul style="list-style-type: none"> Engage with the meaning of the word 'resurrection' Enquire into how believing in the Resurrection changes things for Christians Explore Christian ideas about the Resurrection in Biblical Narrative Explore Christian ideas about the Resurrection in Church practice Explore Christian ideas about the Resurrection in Christian living
<p>Art</p>	<p>Summer 1</p> <p>Sculpture and 3D—Making memories</p> <p>Pupils will create a sculpture to express themselves in a literal or symbolic way. They will suggest ways to represent memories through imagery, shapes and colours, draw a composition of shapes developed from initial ideas to form a plan for a sculpture and talk about artists' work and explain what they might use in their own work.</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. 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. Knowledge of artists. Evaluating and analysing.
<p>PE</p>	<p>Summer 1</p> <p>Athletics</p>	<p>Athletics:</p> <ul style="list-style-type: none"> React quickly and accelerate over short distances. Throw a javelin/vortex/ tennis ball using correct stance, rotating hips forward with good height and distance. Perform a variety of jumps (Long jump and triple jump) and measure for distance. Develop pace when running longer distance. Pass a relay baton with control and timing in a pairs change over. Run and jump over hurdles with fluency.

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MFL-French	Summer 1 Rigolo Unit 5: En vacances	En vacances: Asking and saying where you are going on holiday, expressing opinions, talking about what you are going to do on holiday.
Music	Ukulele	Reviewing of the chords: C, F, Am, G, D, Em, E7. Working on advanced strumming patterns, learning common chord progressions and using theory to find notes. Learning the songs: Counting stars, Waka Waka and Believer.
PSHE	Safety Pupils will: Understand what is safe to send online and what they should do before sending a message. They will identify possible online dangers and suggest ways to stay safe. They will be able to recognise when someone is choking. They understand some of the reasons that some adults drink alcohol and some do not.	Key skills: <ul style="list-style-type: none"> • Developing an understanding of how to ensure relationships online are safe. • Learning to make 'for' and 'against' arguments to help with decision making. • Discussing the reasons why adults may or may not drink alcohol. • Learning how to help someone who is choking. • Placing an unresponsive patient into the recovery position.

Ways To Help At Home

<u>Reading/Spelling</u>	<u>Home Learning</u>
<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>As explained in the included letter we will no longer be having weekly spelling tests as research and experience shows that many children tend to simply learn for the test. Instead please regularly practice a mixture of words from the Year 5 & 6 spelling lists – found on the website.</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;">It is expected that these tasks are completed each week.</p> <p>The tasks will be set from either: Mathletics or, TT Rockstars.. Details of which tasks to complete will be on the weekly school newsletter sent out on a Friday.</p>
<u>Key Dates</u>	
<ul style="list-style-type: none"> • Tuesday 23rd April - Parents' Evening • Thursday 23rd May - Maths Day (Dress as a Rockstar) • Friday 24th May - PD Day 	

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