



Thurston CE  
Primary Academy

**Christian Value**

Respect

## Year 5 Curriculum Newsletter Summer 2

### 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](mailto:pumas@thurstonprimary.net) / [lions@thurstonprimary.net](mailto:lions@thurstonprimary.net)

Subject	Coverage	Knowledge & Skills
English	<p><b>Diary writing:</b> To write a set of linked diary entries in role as Ahmet and Alexa (characters from The Boy at the back of the class) about their experiences in school/as a refugee.</p> <ul style="list-style-type: none"> <li>Select language that shows good awareness of the reader – appropriate level of formality, inhabiting different voices.</li> <li>Use verb forms consistently and correctly throughout most of their writing.</li> <li>Use relative clauses</li> <li>Indicate degrees of possibility using adverbs or modal verbs.</li> </ul> <p><b>Poetry:</b> To create a blackout poem through selecting key vocabulary that creates images for meaning.</p> <p><b>SPAG:</b> Revision of word classes, use of the apostrophe, introduction of subject and object and the introduction of how to use a semi colon.</p>	
Maths	<p><b>Decimals:</b> Add and subtract decimals within and across 1, add and subtract decimals with a different number of decimal places.</p> <p><b>Negative numbers:</b> Counting through 0 in 1's and multiples, compare and order negative numbers.</p> <p><b>Converting units:</b> Converting between kilograms and grams, millilitres and litres, millimetres, centimetres, metres and kilometres. Convert between metric units of measure and units of time.</p> <p><b>Volume:</b> Cubic centimetres, compare and estimate volume.</p>	
Science	<p><b>Summer 2—Materials and their properties</b></p> <p><b>Knowledge:</b> 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><b>Skill Focus:</b> To plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.</p>	
Humanities	<p><b>Summer 2</b></p> <p><b>Geography: How is climate change affecting the world?</b></p> <ul style="list-style-type: none"> <li><b>Explain</b> how some people in The Gambia are being affected by changes in the weather.</li> <li><b>Explain</b> why wildfires are dangerous and why they are becoming more frequent in Australia.</li> <li><b>Describe and explain</b> why the sea sometimes floods the land and why it may become more frequent in the future.</li> <li><b>Explain</b> why the ice sheet is melting and <b>empathise</b> with different viewpoints about this.</li> <li><b>Explain</b> how increasing amounts of greenhouse gases in the atmosphere is causing surface temperatures to rise.</li> <li><b>Describe and explain</b> how countries have agreed to work together to reduce global warming and climate change.</li> <li><b>Understand</b> how as individuals, members of families and communities they can contribute to reducing global warming and climate change.</li> <li><b>Describe and explain</b> how a renewable source of energy helps to reduce greenhouse gas emissions.</li> </ul>	

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<b>Computing</b>	<p><b>Summer 2</b>  <b>Skills showcase: Mars Rover 2</b>  Pupils will learn to understand that bit patterns represent images as pixels and that the data for digital images can be compressed. They will learn the difference between ROM and RAM and understand various techniques that will improve the design of a 3D object (using CAD software).</p>	<p><b>Skills showcase:</b>  Pupils will:</p> <ul style="list-style-type: none"> <li>• Learning the difference between ROM and RAM.</li> <li>• Recognising how the size of RAM affects the processing of data.</li> <li>• Understanding the fetch, decode, execute cycle.</li> <li>• Learning how the data for digital images can be compressed.</li> <li>• Recognising that computers transfer data in binary and understanding simple binary addition.</li> <li>• Understanding how bit patterns represent images as pixels.</li> <li>• Using logical thinking to explore software more independently, making predictions based on their previous experience.</li> <li>• Independently learning how to use 3D design software package TinkerCAD.</li> <li>• Learn about different forms of communication that have developed with the use of technology.</li> </ul>
<b>RE</b>	<p><b>Summer 2 - Humanism</b></p>	<p>Why do Humanists say happiness is the goal of life?</p> <ul style="list-style-type: none"> <li>• Engage with the idea of happiness</li> <li>• Enquire into the importance of happiness for Humanists</li> <li>• Explore Humanist beliefs in texts or quotations</li> <li>• Explore ideas about happiness in Humanist life ceremonies</li> <li>• Explore aspects of happiness in Humanist decision-making</li> </ul>
<b>DT</b>	<p><b>Summer 2—Cooking and nutrition</b>  Pupils will find a suitable recipe for their course, record the relevant ingredients and equipment needed. They will follow a recipe, including using the correct quantities of each ingredient.</p> <p>Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Writing a recipe, explaining the key steps, method and ingredients.</li> <li>• Including facts and drawings from research undertaken.</li> <li>• Following a recipe, including using the correct quantities of each ingredient.</li> <li>• Adapting a recipe based on research.</li> <li>• Working to a given timescale.</li> <li>• Working safely and hygienically with independence.</li> <li>• Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</li> <li>• Taste testing and scoring final products.</li> </ul>
<b>PE</b>	<p><b>Summer 2</b>  <b>Rounders</b></p>	<p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch the ball sometimes making the correct decisions in a game situation</li> <li>• Introduce a donkey drop bowl</li> <li>• Begin to hit the ball in different directions</li> <li>• Field the ball using long barrier and attempting the run and scoop</li> <li>• In a team, discuss tactics of striking and fielding</li> </ul>
<b>MFL-French</b>	<p><b>Summer 2</b>  <b>Rigolo Unit 6:</b> Chez moi</p>	<p><b>Chez moi:</b> Names of rooms in a house, describing the rooms, saying what people do at home.</p>
<b>Music</b>	<p><b>Ukulele</b></p>	<p>Reviewing of the chords:  Working on advanced strumming patterns, learning common chord progressions and using theory to find notes.  Learning the songs: Believer and Counting Stars</p>
<b>PSHE</b>	<p><b>Safety</b>  Pupils will:  Learn that families are varied and differences must be respected; understand physical and emotional boundaries in friendships; explore: the roles of bully, victim and bystander; how behaviour affects others and manners in different situations</p>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to form and maintain positive relationships</li> <li>• Understand what we mean by respect and why it is important.</li> <li>• Begin to understand what we mean by self-respect</li> <li>• Understand the concept of marriage and that it is a legal commitment.</li> <li>• Explain why people might not get married.</li> <li>• Understand more about bullying and how to get help.</li> </ul>

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## Ways To Help At Home

### Reading/Spelling

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.

- We no longer have weekly spelling tests as we have found that children tend to simply learn for the test, and research supports this. Instead please regularly practise a mixture of words from the Year group spelling lists – found on the website.

### Home Learning

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.

**It is expected that these tasks are completed each week.**

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.

### Key Dates

- 20th June—Trip to TCC (Art Workshop)
- Tuesday 2nd July– Sports Day (KS2 9.30am)
- Friday 5th July — Go ape
- Transition

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