

# Year 5: Rhinos

## Term 5: Summer



**RESPECT**

**INDEPENDENCE**

**CONFIDENCE**

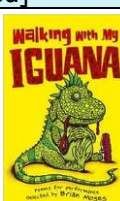
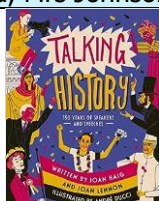
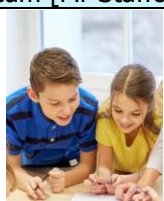
**CREATIVITY**

Dear Parents and Carers,

This term begins with our trip to the Globe Theatre, continuing our work on William Shakespeare as we start studying and writing our own play scripts. While in London, we will visit the Tate Gallery, gaining inspiration for our own artwork. This term is a particular push on reading, as shared with most of you through our parent partnership meetings, as we seek to increase our class word count and hopeful to see our first word millionaire reader. We also begin a new approach to homework and spelling includes weekly spelling lists to be sent home and access to online games and activities, helping to improve our spelling through regular game play much like Times Table Rock Star. More detail to follow as this is set up. Thank for your continued support.

Best wishes

The Year 5 team [Mr Stafford, Mrs Johnson and Miss Greenwood]



English: Writing

This term we will be writing: **play scripts, persuasive leaflets and poetry.**

We will begin the term by exploring the story of 'A Midsummer Night's Dream'. We will explore the features of playscripts and will write our own versions of the play. We will then use the book **Talking History: 150 Year of the World Changing Speeches by Dr Joan Lennon and Dr Joan Dritas** to create persuasive leaflets. We will focus on planning our writing to use subtitles and paragraphs to guide the reader through the leaflet. Finally, we will end the term by looking at poetry. We will create our own poems using **Walking with my Iguana by Bob Moses** as inspiration.

English: Reading

Our focus texts this term are: **A midsummer night's dream retold by Andrew Matthews and Tony Ross, Talking History: 150 years of world changing speeches by Joan Haig and Joan Lennon** and **Walking with my Iguana selected by Brian Moss.** We continue to revise our skill focus and learning behaviours through our Destination Reader approach, drawing on shared and modelled practice and use of stem sentences to guide our responses to a text. We will focus especially on retrieval of evidence from a text to justify inferences, explanations and predication, as well as our ability to make connections with other texts and the world around us.

Maths

This term we begin a new unit about **shape**. We will measure, estimate and classify **angles** up to 180°, before drawing lines and angles accurately. We will calculate angles around a point and on a straight line, and begin recognising angles in regular and irregular polygons. We will revise knowledge of 3D shapes. We will look at position and direction, reading and plotting **coordinates**. We will **translate** shapes and solve problems with coordinates. We will identify lines of symmetry and **reflect** shapes across horizontal and vertical lines. We will return to our work with **decimals** to use known facts to add and subtract within 1, find complements to 1, and then begin to add and subtract across 1.

Science

Our science topic this term is '**Properties and changes of materials**'. We will be taught to compare and group materials together based on their properties and will carry out a fair test to investigate the best everyday material for a particular use. We will also learn about dissolving, mixing and changes of state and whether changes are reversible or irreversible. Finally, we will explore the separation of mixtures through filtering, sieving and evaporating.

History

We will be seeking to answer the key historical question: **What does the census tell us about our local area?** We will follow various case studies in the past to investigate how the lives of people have changed, use primary census sources to find out about working conditions of children in the past, and identify key events in the life of an individual and their household. We will use apply our skills to then carry out a case study on a selected person/household in our local area.

Religious Education (RE)

This term's unit will explore **what is means to be a Muslim in Britain today**. We will begin identifying key facts and statistics about Muslims today before revisiting our understanding of 'the five pillars' and how they affect the lives of Muslims. We will focus our learning on the importance of Zakah/charity and pilgrimage. We will summarise our learning with appreciation of how a Muslim's worldview affects their thoughts and actions.

<p>French</p> <p>Our unit title is <b>Verbs in a week</b>. We will begin to recognise that verbs can take on different forms, grow in our recognition of some regular verbs in the present tense, and know that some verbs do not follow regular patterns. We will build and deliver a short presentation in French, choosing and using a range of action.</p>	<p>Music</p> <p>This term, we will learn about <b>Musical Theatre</b>. We will understand a brief history of musical theatre, identify the purpose of songs as either action or character development. We will plan and create our own musical theatre scene, developing musical ideas and lyrics to create our own songs. We will have opportunity to rehearse these before giving a performance.</p>	<p>Art / Design and Technology</p> <p>In Art, our unit is <b>Sculpture: Interactive installation</b>. We will explore installation choices and justify our opinions about installation artworks. We will learn what installation art means and will create an installation plan, model or space. We will develop and evaluate our work through suggesting improvements.</p> <p>In DT, this term's unit is <b>Mechanical systems: Making a pup-up book</b>. We will learn how to plan, assemble and produce the components necessary for a pop-up structure.</p>
<p>Physical Education (PE)</p> <p>This term, we will complete our Swimming Lessons at the pool. We will also carry out our PE lessons with Elite learning <b>Net and Wall Games</b> and taking part in <b>Athletics</b>.</p>	<p>Computing</p> <p>We begin an introduction to <b>creating media using Vector graphs</b>. We will identify that drawing tools can be used to produce different outcomes. We will create vector drawings by combining shapes, use tools to create desired effects and recognise that vector drawings consist of different layers. We will group objects to make them easier to work with and apply our learning through an independent project.</p>	<p>Personal, Social and Health Education (PSHE)</p> <p>We will be building on our previous learning about <b>Relationships</b>. We begin by considering our self and others in terms of our characteristics and personal qualities, before understanding that belonging to an online community can have positive and negative consequence. We will explore rights and responsibilities of belonging to social networks and when playing online games. We will understand the importance of limits when using devices (screen time) and how to stay safe when using technology to communicate with friends.</p>

#### Reminders:

Our main **PE days** are a Thursday (in school) and Friday (Swimming).

Pupils may come to school in their school PE kit, which comprises of a white top and green shorts. A plain tracksuit may be worn over the top of these, in cold weather. Any earrings worn will need removing before the lesson.

**Homework** is set on a Friday and is due in the following Wednesday.

There is a new approach to homework starting this term. More details to follow.

Pupils should be **reading independently every day** at home, for approximately 20 minutes. Once a book is finished, there is now a short quiz on Accelerated Reader to check their accuracy of understanding. If pupils read their own books from home or a public library, they are still able to take an AR quiz by searching with its title.

Please maintain regular practice of **times tables** at home. This can occur in many creative ways, including using **Times Table Rock Stars**.

*Pupils to do not need to bring in anything of their own to school; this prevents it getting lost, broken or causing upsets with friendships. Pupils should not wear jewellery other than a simple set of earrings, and long hair should be tied back to prevent it being a distraction to learning. Thank you for your support with this.*

#### Dates for your diary:

Tuesday 16<sup>th</sup> April 2024 – Trip to the Globe and Tate Gallery in London.

Wednesday 24<sup>th</sup> April 2024 – Y4&5 parents meeting about Grammar system (5pm)

Thursday 9<sup>th</sup> May 2024 – RSE presentation (8:45am and 5pm)

Thursday 16<sup>th</sup> May 2024 – Head Teacher presentation and updates (5pm)