



Corsham Primary School
Parent/Carer Curriculum Newsletter







Year: 5 Class Teachers: Mrs Hawkins, Mrs Heard and Miss Wiltshire







Spring Term 2024
(04/01/24 – 28/03/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

Your child will be focusing on the following objectives this term:

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| <p>Being a Mathematician</p>  | <ul style="list-style-type: none">• Multiply and divide number mentally drawing upon known facts• Multiply numbers up to 4 digits by a one-or two-digit number using a formal written method, including long multiplication for two-digit numbers• Divide numbers up to 4 digits by a one-digit number using formal written methods of short division and interpret remainders appropriately for the context• Write mathematical statements >1 as a mixed number• Continue to apply knowledge of multiplication table facts to find equivalent fractions• Recognise the percent symbol and understand that percent related to 'number of parts per hundred'• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths• Recognise mixed numbers and improper fraction and convert from one form to the other• Read and write decimal numbers as fractions• Write percentages as a fraction with denominator hundred, and as a decimal• Know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25• Compare and order fractions whose denominators are all multiples of the same number• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams• Read, write, order and compare numbers with up to three decimal places• Solve problems which require knowing key percentage and decimal equivalents• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres• 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 |
| <p>Being an Author – Writer</p>  | <ul style="list-style-type: none">• Write narrative poetry• Write a biography• Use modal verbs or adverbs to indicate degrees of possibility• Use the perfect form of verbs to mark relationships of time and cause• Use devices to build cohesion, including adverbials of time, place and numbers• Use brackets, dashes or commas to indicate parenthesis• Use commas to clarify meaning or avoid ambiguity• Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) |

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| Being a Musician  | <ul style="list-style-type: none"> • Awareness of music from around the world • Understanding different rhythms • Identify instruments used to make Bollywood music |
| Being an Author – Reader  | <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Retrieve, record and present information from nonfiction • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence |
| Being a Scientist  | <ul style="list-style-type: none"> • Work scientifically, creating scientific diagram and labels, classification keys, bar charts and line graphs • Properties and changes of materials: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, • Conductivity (electrical and thermal), and response to magnets; • Solubility • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Reversible and irreversible change • Identify different types of organisms have different lifecycles. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Explain how some plants reproduce using the terms 'pollinate and disperse' • Explain how some animals reproduce |
| Being an Engineer (Design Technology)  | <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design • Investigate and analyse a range of existing products • Understand how key events and individuals in design and technology have helped shape the world |
| Being an Engineer (Computing)  | <ul style="list-style-type: none"> • Creating bar charts and line graphs on excel • Record data |
| Being a Geographer  | <ul style="list-style-type: none"> • Describe and understand key aspects of human geography • Understand land use, energy, pollution, minerals and water • Locate the world's countries • Place knowledge • Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Explore maps and globes – current issues around flooding/ displacement of people • Temperature/seasons/weather |

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| Being an Historian  | <ul style="list-style-type: none"> Understand how things can change through time |
| Being an Artist  | <ul style="list-style-type: none"> Create sketches to record their observations and use them to review and revisit ideas |
| Being an Athlete  | <ul style="list-style-type: none"> Dance – Bollywood Football – ball skills, agility, teamwork Basketball – ball skills, tactics, accuracy Real PE – social skills |
| Being a Philosopher (Religious Education)  | <p>Are Sikh stories important today?</p> <ul style="list-style-type: none"> Sikhism workshop Sacred texts Religion as an influence and inspiration on people's lives <p>How significant is it for Christians to believe God intended Jesus to die?</p> <ul style="list-style-type: none"> Sacred texts Easter story |
| Being a Philosopher (PSHE)  | <p>Healthy Me</p> <ul style="list-style-type: none"> Smoking and alcohol awareness Emergency aid Body image Food and nutrition <p>Relationships</p> <ul style="list-style-type: none"> Recognising me Online safety My relationship with technology |
| Being a Linguist  | <ul style="list-style-type: none"> Recite a short text in Spanish Names of buildings Spanish high street, including at different times of day Function of words in a sentence, including placement of adjectives Hold a short conversation Ask for a place and give directions Understand and retell facts from a story Christmas and New Year in Spain Vocabulary, spelling and grammar |

Other Information:

Home learning will be set on Seesaw weekly on a Friday, to be completed and uploaded by the following Friday. Children should be practising their spellings and reading regularly at home as on-going tasks. Please support them to write comments about the books they are reading.

There will be two PE sessions a week, inside and outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms or leggings for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can they also bring in a water bottle to have on their desk at school. These will need to go home daily for washing.

The Year 5 Team