

Corsham Primary School

Parent/Carer Curriculum Newsletter

Year: 5 Class Teachers: Miss Richards and Miss Brown

Summer Term 2021 (19/04/21 – 23/07/21)

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.

<p>Being a Mathematician</p> 	<ul style="list-style-type: none"> • Read and write decimal numbers as fractions • 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 (^) • Read, write, order and compare numbers with up to three decimal places • Solve problems which require knowing key percentage and decimal equivalents • Using a grid for long division. • Drawing and marking the exterior angles for a complex polygon. • Showing that the sum of the exterior angles of a polygon is 360°. • Carrying out investigations involving shapes, numbers and real life situations. • Using ratio to convert between metric units of measure. • Using ratio to convert between metric and imperial units of measure. • Multiplying decimal numbers with up to 3 decimal places by multiples of powers of 10. • Dividing decimal numbers by multiples of powers of 10. • Calculating durations of shop opening times from information in a grid. • Recognising name and sketching an equilateral triangle, isosceles triangle, right angled triangle and scalene triangle. • Recognising names and sketching parallelograms, rectangles, rhombuses and squares. • Calculating durations for times specified as am/pm times and 24-hour times.
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none"> • Identifying and classifying the features of myths, legends and fables. • Making comparisons between different versions of the same legend. • Writing a new version of a legend, identifying its audience and adapting writing to suit this audience.
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none"> • Learning about stories from other cultures. • Widening experience of older literature.
<p>Being a Scientist</p> 	<p>What do forces actually do? Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces; • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

<p>Being an Engineer (Design Technology)</p> 	<p>What do forces actually do?</p> <p>Design</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches [...] <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
<p>Being a Musician</p> 	<p>What makes a good performance, great?</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes; • Listen with attention to detail; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music.
<p>Being a Geographer</p> 	<p>How can you show what you believe in?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries.
<p>Being a Historian</p> 	<p>How can you show what you believe in?</p> <p>History skills</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history; • Note connections, contrasts and trends over time; • Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance; • Construct informed responses that involve thoughtful selection and organisation of relevant historical information; • Understand how our knowledge of the past is constructed from a range of sources. <p>History knowledge</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
<p>Being an Artist</p> 	<p>How can you show what you believe in?</p> <p>Art & Design</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example pencil, charcoal, paint, clay); • Learn about great artists, architects and designers in history. <p>What makes a good performance, great?</p> <p>Art and design</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay); • Create sketchbooks to record their observations and use them to review and revisit ideas; • Learn about great artists, architects and designers in history e.g. Paul Gauguin and his Caribbean influence, stage costume designers, setting artists.

<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Tennis • Athletics • Rounders • REAL PE – Social Skills.
<p>Being a Philosopher (Religious Education)</p> 	<ul style="list-style-type: none"> • Learning about different faiths. • Understanding how religious and spiritual ideas are expressed.
<p>Being a Philosopher (PSHE)</p> 	<p>Jigsaw – Changing Me</p> <ul style="list-style-type: none"> • Self and body image • Health education • Looking ahead to Year 6
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Learning about Spanish food and meal times. • Listening and beginning to understand weather reports.

Other Information:

Learning Logs are sent home on a Friday and returned a fortnight later. Children can select any task to complete from the Home Learning Log Sheet and complete it over a double page spread in the book. Children should be practising their spellings and reading regularly at home as on-going tasks. There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Children have access to water bottles and the water fountain throughout the day.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many thanks,
Miss Richards, Miss Brown
 The 5 Team.