

CURRICULUM OVERVIEW

Sharing our learning



Y5 INFORMATION

- YEAR: 2023-24 • TERM: 3
- CONTACT: year5@st-johnfisher.org

Y5 TEACHING & LEARNING TEAM

- Mrs MM Barrett
- Mrs N Holloway
- Miss C Raynes
- Mrs H Ahmed
- Miss N Flynn

Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children can find some aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can on *their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can also boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will encourage the children as they support them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, thank you.

Yours sincerely,

Harrold
Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



ST CLARE
Catholic Multi Academy Trust



HOMEWORK

Homework, which is shared each Friday and expected back in by the following Friday, will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- a hard copy consisting of Mathematics and English learnt that week
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children all have individual targets for writing, and these will remain a focus in all writing.

You can support your child's learning at home by:

- ✓ practising how to punctuate pieces of text using full stops, commas, quotation marks and apostrophes
- ✓ testing your child on their weekly spelling list

Reciprocal reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading with your child for a few minutes every day
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet from parent's meeting)

MATHEMATICS

This term the children will focus on:

- using short division to divide numbers with up to 4 digits by 1-digit numbers
- recognising and using square and cubed numbers
- comparing and ordering fractions whose denominators are all multiples of the same number
- Identifying, naming and writing equivalent fractions

Key words we will be using are:

- | | | | | |
|------------------|----------------------|------------|----------------|---------------|
| ✓ short division | ✓ divisor/dividend | ✓ quotient | ✓ fractions | ✓ denominator |
| ✓ numerator | ✓ common denominator | ✓ decimal | ✓ whole number | ✓ factor |
| ✓ prime number | ✓ composite number | | | |

You can support your child's learning at home by:

- ✓ completing weekly home learning
- ✓ testing your child to multiply and divide numbers at home
- ✓ encouraging them to identify fractions in everyday life

GEOGRAPHY

This half term the children will explore the importance of water and rivers and investigate why, how and where flooding occurs and the various impacts, when it does.

Key words we will be using are:

- | | | | |
|-----------|---------------------|---------------------|----------------------|
| ✓ flood | ✓ emergency | ✓ inundation | ✓ floodplain |
| ✓ rescue | ✓ damage | ✓ flood line | ✓ emergency services |
| ✓ climate | ✓ high/low pressure | ✓ weather condition | ✓ consequences |



You can support your child's learning at home by:

- ✓ researching the effects of flooding in Sheffield and other areas of the UK
- ✓ researching the effects of flooding around the world
- ✓ exploring different causes

PE

This term the children will develop personal skills with a focus on physical co-ordination, balance and rhythm. They will also be undertaking a unit of PE focusing on the development of dance and gym skills.

Key words we will be using are:

- ✓ team
- ✓ teamwork
- ✓ focus
- ✓ rhythm
- ✓ balance

You can support your child's learning at home by:

- ✓ practising balancing
- ✓ practising co-ordination
- ✓ practising various sequences

SCIENCE

This term the children will continue to investigate forces as they are encouraged to use and apply their developing knowledge in various STEM-based activities. They will also be encouraged to ask questions like **'How do birds fly?'**, and investigate how some birds can fly and consider the reasons why some cannot. They will think about the forces of gravity and friction and investigate the friction of different surfaces. They will also incorporate their understanding of air resistance, floating and sinking and how simple machines can reduce the force needed to move things and alter speed and direction.

Key words we will be using are:

- ✓ forces
- ✓ push
- ✓ pull
- ✓ twist
- ✓ turn
- ✓ squeeze
- ✓ gravity
- ✓ air resistance
- ✓ friction
- ✓ water resistance
- ✓ mass
- ✓ weight

You can support your child's learning at home by:

- ✓ investigating different forces that can be found at home
- ✓ looking out for different forces at work out and about

MUSIC

The children will learn about 'sound colours'. After learning that many cultures use drones to accompany music, the children will use drones themselves to provide a basis on which to improvise. They will learn how major and minor keys can affect the *feel* or *colour* of music and they will learn that these help to represent characters in classical and film music. The children will compose melodies on glockenspiels in C major before improvising in A minor. The children will go on to work in teams to create small group compositions based on Mussorgsky's 'Pictures at an Exhibition', which will be the listening focus. The children will watch orchestral performances of some of the key movements from this work to use as the basis for their own compositions.

Key words we will be using are:

- ✓ rhythmic patterns
- ✓ ostinato **repeating pattern**
- ✓ rhythm
- ✓ syllables
- ✓ quaver **half-beat note**
- ✓ semi quaver **quarter-beat note**
- ✓ crotchet **1-beat note**
- ✓ minim **2-beat note**
- ✓ dotted minim **3-beat note**
- ✓ texture **how many instruments are playing at once**
- ✓ note lengths
- ✓ thick **lots**
- ✓ Pitch **how high or low an instrument or voice is**
- ✓ thin **few**
- ✓ high **or low**
- ✓ major **and minor keys**
- ✓ melody **or tune**
- ✓ drone
- ✓ tempo **the speed of a piece**
- ✓ faster
- ✓ slower
- ✓ fast
- ✓ slow
- ✓ dynamics **how loud or quiet**
- ✓ louder
- ✓ pulse
- ✓ quieter
- ✓ loud
- ✓ quiet
- ✓ forte
- ✓ piano **soft**
- ✓ mezzo forte
- ✓ mezzo piano



You can support your child's learning at home by:

- ✓ listening to different styles of music and talking about similarities and differences
- ✓ grabbing whatever kitchen utensils, you can to provide a noise and beat out rhythms.

DESIGN TECHNOLOGY

Linking to our Forces science topic, we will investigate mechanisms and how forces work in moving toys.

Key words we will be using are:

- ✓ cam
- ✓ pulley
- ✓ mechanism
- ✓ forces

You can support your child's learning at home by:

- ✓ looking together at different moving toys and investigating what happens to make them move

FRENCH

In this 'That's Tasty' unit the children will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.

Key words we will be using are:

- | | |
|--|--|
| ✓ J'ai soif I'm thirsty | ✓ Je voudrais... I would like... |
| ✓ les boissons chaudes hot drinks | ✓ Chaude ou froide? hot or cold? |
| ✓ les boissons froides cold drinks | ✓ une bouteille a bottle |
| ✓ le thé tea | ✓ une tasse a cup |
| ✓ le café coffee | ✓ un verre a glass |
| ✓ le café au lait coffee with milk | ✓ une bouteille de coca a bottle of cola |
| ✓ le coca cola | ✓ Qu'est-ce que vous désirez boire? |
| ✓ la lemonade lemonade | What Would You Like to Drink? |
| ✓ le jus d'orange orange juice | ✓ lundi Monday |
| ✓ l'eau water | ✓ mardi Tuesday |
| ✓ une bouteille bottle | ✓ mercredi Wednesday |
| ✓ une tasse cup | ✓ jeudi Thursday |
| ✓ un verre glass | ✓ vendredi Friday |
| ✓ Qu'est-ce que vous désirez boire? What would you like to drink? | ✓ samedi [Saturday] |
| ✓ Quelle heure est-il? What time is it? | ✓ dimanche [Sunday] |
| ✓ À quelle heure? What time? | ✓ Jouons! Let's Play! |
| ✓ dire l'heure telling the time | ✓ Allez-y! Your turn |
| ✓ Quelle heures est-il? What time is it? | ✓ heures o'clock |
| ✓ les horaires d'ouverture: opening times | ✓ et demie half past |
| ✓ les horaires d'ouverture - les questions opening times - questions | ✓ ouvert open |
| ✓ à quelle heure est-ce que le restaurant ouvre/ferme? On Tuesday, what time does the restaurant open/close ?] | ✓ fermé closed |
| | ✓ de of |

You can support your child's learning at home by:

- ✓ practising how to say the key words correctly together
- ✓ asking your child to teach you words which they are learning

COMPUTING

This term in computing, we will find out that vector images are made up of shapes. We will learn how to use the different drawing tools and how images are created in layers and we will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work.

Key words we will be using are:

- ✓ shape
- ✓ element
- ✓ resize
- ✓ tool
- ✓ rotate
- ✓ digital image



ST CLARE
Catholic Multi Academy Trust



You can support your child's learning at home by:

- ✓ discuss how programmers have created different digital images.

PSHCE

This term the children will explore differences and similarities. They will think about our monetary system and consider how it works. They will consider how different people might feel when faced with different scenarios and they will also continue to develop their understanding of puberty and of how their bodies will change as they get older.

Key words we will be using are:

- | | | | | | |
|----------------|---------------|-----------|------------|------------|------------|
| ✓ similarities | ✓ differences | ✓ victim | ✓ bullying | ✓ interest | ✓ currency |
| ✓ savings | ✓ credit | ✓ changes | ✓ puberty | ✓ periods | |

You can support your child's learning at home by:

- ✓ discussing the benefits of saving money and thinking about the various ways that this can be done
- ✓ investigating how a credit system works and considering whether this is the best way of using money
- ✓ talking about bullying in its different forms and what to do if it is seen or experienced

