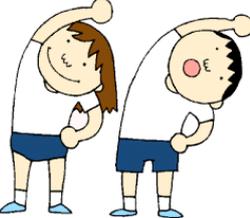


Year 5 Spring Term Topic Letter 2019

Dear Parents

Here is an overview of the subjects and topics that your child will be covering during the Spring term.

Subject	Earthlings /Inventors and Inventions
<p>Science</p> 	<p><u>The Earth in Space</u></p> <ul style="list-style-type: none">• that the earth, sun and moon are approximately spherical;• how the position of the sun appears to change during the day;• how day and night are related to the spin of the earth on its own axis;• that the earth orbits the sun once each year, and that the Moon takes approximately 28 days to orbit the Earth. <p><u>Forces and Friction</u></p> <ul style="list-style-type: none">• Understand the force of gravity;• Identify the effects of air resistance, water resistance and friction that act between moving surfaces;• There are different types of forces;• The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect;• More than one force can act on an object at the same time.
<p>Computing</p> 	<p><u>Computational Thinking Skills</u></p> <ul style="list-style-type: none">• Use repetition, selection and variables in programs;• Design and create programmes using decomposition;• Use logical reasoning to develop strategies to debug algorithms. <p><u>Online safety skills</u></p> <ul style="list-style-type: none">• Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online• Know a range of ways to report concerns about content and contact• Recognise when an attachment may be unsafe to open• Understand risks associated with social networking.
<p>Geography/History</p> 	<p><u>Space Geography/History</u></p> <ul style="list-style-type: none">• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied;• Locate the world's countries, using maps;• Begin to understand the differences between maps e.g. Google maps vs. Google Earth and OS maps.• To find out about early space exploration between 1940 - 1970 <p><u>History (The Mayans)</u></p> <ul style="list-style-type: none">• use historical vocabulary to describe characteristic features within the Mayan civilization• know the ways the Mayan's civilization operated• give reasons why the way of life in Mayan civilization and life today are different in some ways;• Show understanding by identifying that the Mayan culture can be interpreted in different ways e.g. peaceful people, religious, builders, cultured, entertainers, hunters, fighters.• Ask and answer questions about the past beginning to select and combine information from different sources.

<p>Music</p> 	<ul style="list-style-type: none"> • To experiment with creating 'out of this world' sounds; • To develop and understanding of special effects; • To investigate the music of composer John Williams; • To compose a soundtrack; • To demonstrate understanding of the different elements of music
<p>PE</p> 	<p>Swimming</p> <ul style="list-style-type: none"> • Learn safe practice when entering and leaving the water; • Learn a range of water confidence practices and play simple games with and without buoyancy aids; • Learn to swim on the front and on the back, using recognised strokes; • Learn water safety skills, including floating and treading water. <p>Dance</p> <ul style="list-style-type: none"> • To investigate words and actions which create an atmosphere; • To convey character through movement; • Combine travel, turn, gesture and stillness to create an atmosphere; • To use movements to convey emotions of characters.
<p>Art /DT</p> 	<p>Design and Technology</p> <ul style="list-style-type: none"> • Explore and investigate how gears work • Use construction kits to explore gear ratios • Formulate design ideas • Make prototypes • Evaluate the finished product <p>Art</p> <ul style="list-style-type: none"> • Investigate abstract painters such as Pollock, Kandinsky, Miro and Rothko • Research and examine images of planet surfaces • Make extensive drawings and paintings of different sizes and shapes • Extend ideas using digital media to experiment with colour changes and effects
<p>RE</p> 	<p>Jesus the Teacher</p> <ul style="list-style-type: none"> • To understand why Jesus told stories • To understand what we can learn from his stories • To understand how his stories help us to understand Christian beliefs • To understand how his stories impact on the lives of believers <p>Victory</p> <ul style="list-style-type: none"> • To explore the Easter Story as the story of Christ's triumph and victory over death • To retell the Easter story in detail • To be able to make links between values and commitments and their own attitudes and behaviour in situations of triumph and victory
<p>PSHE</p> 	<p>New Beginnings</p> <ul style="list-style-type: none"> • To understand what strategies are needed to cope with uncomfortable feelings and to calm down when necessary. • To know how others may be feeling when they are in an unfamiliar situation • To help others to feel valued and welcomed • To understand how it feels to do or start something new, and why • To empathise with others
<p>French</p> 	<p>A l'école</p> <ul style="list-style-type: none"> • To revise every day school objects • To be able to name different subjects • To be able to say whether we like or dislike certain subjects • To ask others what their favourite subjects are.

<p>Literacy</p> 	<p><u>Non – Fiction Texts</u></p> <ul style="list-style-type: none"> • To be able to distinguish between different types of non- fiction texts • To be able to write non- fiction texts which include:- • Reported speech • Devices to build cohesion within a paragraph • Headings, sub – headings and bullet points <p><u>Science Fiction Stories / Novel as a theme</u></p> <p>To be able to write a science fiction story which includes:-</p> <ul style="list-style-type: none"> • Appropriate use of adverbials for time and place • Characters presented through action, dialogue and description • Effective setting descriptions • Complex sentences with relative clauses • Features of the science fiction drama <p><u>Poems with a structure</u></p> <p>To be able to write a poem which includes:-</p> <ul style="list-style-type: none"> • A structure based on a model • Imagery • Appropriate use of simile and metaphor
<p>Numeracy</p> 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Multiply and divide whole numbers and decimals by 10, 100 and 1000; • Describe and extend number sequences; • Read Roman Numerals to 1000 (M) • Recall times tables facts to 12 x 12 • Use column addition and subtraction for numbers with more than 4 digits and decimals to two decimal places. <p><u>Measures</u></p> <ul style="list-style-type: none"> • To use, read and write standard units of length and mass; • Convert between different units of metric measure; • Convert between metric and imperial units; • Calculate areas and perimeters of squares and rectangles; • Read, write and convert time between analogue and digital 12 and 24 hour clocks. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Complete, read and interpret information in tables and timetables; • Calculate and interpret the mode, median and range; • Solve problems using information presented in all types of graph. <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles; • Draw given angles and measure them in degrees • Describe positions on the first quadrant of a coordinate grid; • Plot specified points and complete shapes.

Please note :

- A copy of the Year 5 timetable will be stuck into your child’s homework diary.
- Swimming will be on Thursday morning until Easter and another PE lesson will be on Tuesday afternoon. Homework will be handed out on Wednesday, to be returned by the following Wednesday.
- A weekly Spelling and times tables test will take place every Friday

