

St Joan of Arc Year 5 Curriculum Newsletter
Spring Term

Topic: India

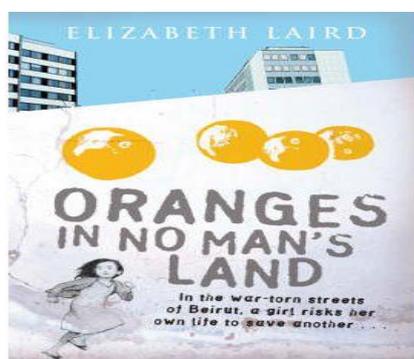
Religious Education:

We will be covering the following topics this half term:

- Weeks 1-4 – THE LOCAL CHURCH – Pupils will know and learn about the mission of inspirational leaders and understand that the Diocese continues the work of Jesus' mission.
- Weeks 5-8 -Pupils will know and understand how memories are kept alive and that the Eucharist keeps the memory of Jesus' sacrifice alive in a special way.
- Week 9-14 – LENT EASTER - Pupils will know and understand about giving or refusing to give; appreciating the cost of giving. Pupils will know and understand Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus

English:

- Poetry unit- *I am Cat* – In this unit, the children will explore the poem *I am Cat* by Jackie Morris. We will look closely at the structure and patterns of the poetic devices used and how illustration adds a further dimension to the poetry.
- Fiction unit- *Oranges in No Man's Land*- In this unit, the children explore a fiction story set in Lebanon. They read the interactive eBook, asking questions and developing their understanding of inference and the author's use of language. They use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view.



- Fiction unit- *Beowulf*- In this unit, we will explore the settings, characters, problems and resolutions contained in the story *Beowulf*. The children will create their own monster and hero in order to plan a narrative based on a problem between these two characters.
- Non-fiction unit – *The Museum of Fun* – In this unit, the children explore the mission: to run the Museum of Fun! They read the interactive eBook, scanning and summarising and relating it to their lives and experiences. They complete the mission, planning, writing and presenting television adverts to encourage people to visit the museum.

Mathematics:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p>Number – Multiplication and Division Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p>			<p>Number: Fractions Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>						<p>Number: Decimals and Percentages Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>			Consolidation

Science

Earth and Space / Forces

This term we will be focussing on Earth and Space and Forces

The children will be:

- Exploring the movements of spherical bodies in the solar system
- Examining key facts about the Earth and other planets in our solar system
- Exploring the phases of the Moon, seasons, day and night
- Learning about key astronomers and astronauts



- Understanding gravity and its effects
- Exploring air resistance and devising experiments to maximise its effect, recording and analysing results
- Investigating friction and its occurrence in everyday life

- Investigating water resistance and conducting an experiment to investigate the variables that alter results
- Exploring different types of 'machines' with reference to examining the use of levers, pulleys and gears
- Explaining how everyday simple machines work

Computing

- Computer science:
 - Children will continue to build upon their coding knowledge using the code.org platform. They will learn how to confidently apply key coding vocabulary to their learning: algorithm, de-bugging, decomposing, abstraction, logic
 - Children will use Kudo to create an imaginary world based on topic lessons.
- Research:
 - The children will use research skills and utilise different software packages to extend learning from other curriculum areas.
- Multimedia and word processing:
 - Using Microsoft Word and PowerPoint the children will publish and edit their persuasive adverts complementing their non-fiction English unit.
- E-safety:
 - Children will continue to extend their knowledge of e-safety with E-safety week taking place on 4th-10th February 2019
 - Children will learn that some people get paid to endorse products online. They will explore how to develop a discerning attitude to online content so that they can confidently reach their own conclusions.
 - Children will learn that posting inappropriate, rude or offensive content online can affect our online reputation.
 - Children will learn that it is possible to search the internet for information about particular individuals.

Topic: India

A History unit of study, focusing on Indian culture, beliefs and history in relation to the British Empire.

- History: Looking at the way of life, beliefs and achievements of people living in India and its influence in the world today with a focus on its links to the British Empire.
- Geography: Looking at the physical geography and climate in India and understanding how this influences Indian culture.
- Art: Creating designs of different architecture used in India. Studying Indian artwork and artists.
- DT (Cooking and Nutrition): Cooking *aloo paratha* – stuffed Indian bread.
- DT: Constructing and decorating Diwali *diyas* – light holders.
- Music/PE: Indian songs & dance



PE

- **Ball games:**
 - The children will develop skills learnt in Invasion Games. They will develop their dribbling skills with a football and practise a range of techniques for changing direction in football.
 - They will develop their skills of bowling, catching and throwing, for example underarm and overarm, when playing cricket, focussing on accuracy and range. They will also develop batting and fielding skills and consider different strategies and tactics.
- **Gymnastics/Dance:**
 - Diwali – children will learn dance sequences to complement their topic work on India. They will learn to combine movements fluently, structure phrases and to work collaboratively to devise and perform dance sequences to a musical accompaniment.
 - The children will focus on creating longer sequences to perform for an audience. They use a wider range of body shapes and actions and explore more difficult ways to perform. They will do a lot of work with a partner or small

group, using skills and abilities in combination and in sequence, with the aim of showing as much control and precision as possible.

Spanish

- **Vamos al colegio (On the way to school)**
In this unit children learn to say the alphabet in Spanish and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going.
- **Pescadoras valencianas (Beach scene)**
In this unit children use both new and familiar language to describe a painting. *Pescadoras valencianas* (Valencian fisherwoman) by Sorolla. Children use their knowledge to write and perform their own poetry inspired by the painting.

PSHE (Personal, Social and Health Education)

- **Drugs and Volatile Substances:** Learning about the risks associated with smoking, drugs as well as conflicting messages in the media about alcohol and tobacco and how to resist peer pressure.
- **Stereotypes, discrimination and prejudice (including tackling racism, sexism and homophobia).** Learning about stereotyping (including gender stereotyping). How prejudice and discrimination can make people feel.

Music

- **Music Express:** exploring different musical styles and patterns with a focus on rhythm and percussion using instruments to complement short compositions.
- **Key Stage 2 Singing Practice:** This will take place on a Friday afternoon. The children will learn new songs for Mass.

Ways you can help at Home:

- ☺ Homework is distributed on Monday and will involve spelling activities and weekly active learn maths work. In homework books you will find a summary of the spelling work and some maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.
- ☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.
- ☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.
- ☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.
- ☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.
- ☺ Children are expected to read every night for at least twenty minutes. Reading logs are to be filled in by the child and signed by the caregiver. Fostering an enjoyment to read and increasing the frequency of reading are priorities in Year 5. Feel free to make comments in the log book. Even though Year 5 children are independent readers, it is still important that they read aloud to an adult two to three times a week, this fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.
- ☺ All children in year 5 should aspire to achieve mastery of the times tables and their related division facts up to 12 x 12. If your child has not yet reached this target, please continue to learn and practise these at home.
- ☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.

Home Learning Opportunities.

- ☺ When reading with your child, discuss verb tenses. Explore whether the examples identified show events taking place currently, in the past or in the future. Ask your child whether they can identify modal verbs- verbs that suggest possibility or necessity- *must, shall, will, should, would, can, could, may, might*
- ☺ As we approach the season of Lent, discuss with your child what changes they might make during this time to bring them closer to God (giving up something/ giving to

charity/ regular prayer).

- ☺ Linked to our science work this term, discuss the changing shape of the moon nightly. With your child, observe how the moon appears at different points of each month.
- ☺ Can your child find any examples of pulleys or levers that they might use around the home or in the local area?
- ☺ Investigate books by the author of 'Oranges in No Man's Land'—Elizabeth Laird. Borrow one from the library and review it to share with the class.
- ☺ Explore the fresh produce in your shopping basket. Does any of it come from countries near India? Discuss where it has come from and the possible impact of buying food that has travelled across the world.
- ☺ Linked to our India topic. When out and about, try to identify Indian influences in Britain today. This could be through religion (look out for Sikh or Hindu places of worship), cuisine, fashion, music or popular culture.
- ☺ Students have been given login details for the website <https://www.interactive-resources.co.uk> - a collection of maths games and activities to support their understanding of the maths curriculum. Children can access the website on any device that supports Flash Player. This is not additional homework however it is an excellent learning tool with over 650 maths resources linked to the new maths curriculum; with games and tasks suitable for EYFS to year 6. To find resources suitable for Year 5 aged children, click curriculum objectives and choose the activities marked Year 5. The log in and user name are both [joanofarcn5](#)

Other Information:

- On Monday 11th February the children will take part in an Indian themed workshop where they will be taught Indian dance and diya painting.
- The mindfulness website used in Year 5 is the www.smilingmind.com. It is free to make an account and access at home if you wish to support this further.
- **Can you help?** If you think you can help in any way with the topic we are doing this half term (India), please talk to the class teacher.

Thank you for your continued support.

Ms Connolly and Ms Williams