

Dear Parents,

The table below outlines our class overview for the Spring Term.

This will give you the opportunity to provide valuable home links essential to your child's overall education. Many occasions will arise where parents can reinforce the work the children are engaged in at school.

It may be day to day activities, a visit to a relevant place of interest or time spent at the local library researching information linked to a topic.

The support and time spent at home is appreciated and will assist us in educating your child.

## Year 5 Spring Term

SUBJECT	TERMLY OVERVIEW
<b>R.E.</b>	<p><b>Journeys</b></p> <ul style="list-style-type: none"><li>• In this topic, the children explore their experience of life as a journey. They hear about Christian life as the Church family journeying with Jesus.</li></ul> <p><b>Communion</b></p> <ul style="list-style-type: none"><li>• In this topic the children explore what makes and breaks communion (friendship). They hear about the Eucharist challenging and enabling people to live and grow in communion every day.</li></ul> <p><b>Growing</b></p> <ul style="list-style-type: none"><li>• In this topic the children explore their own potential for growth. They learn about Lent, Holy Week and Easter as the Church's seasons for working at spiritual growth and celebrating Jesus fully alive.</li></ul>
<b>P.S.H.E.</b>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"><li>• To understand the difference between right and wrong and how to respond to moral dilemmas.</li><li>• To understand that, with rights, come responsibilities.</li><li>• To understand that all of us belong to the Global Community.</li></ul>
<b>ENGLISH</b>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>• To clearly explain knowledge and understandings related to R. E., Science, History and Geography themes.</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• To demonstrate comprehension of traditional stories, legends, and fables from a range of cultures.</li><li>• To enjoy a variety of classic poems and modern poems including narrative poetry.</li><li>• To comprehend non-chronological reports and explanations of processes.</li><li>• To investigate the features of different types of writing.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• To write fables, myths, stories and poems.</li><li>• To make notes and write explanations of processes.</li><li>• To understand and use:<ul style="list-style-type: none"><li>• homophones.</li><li>• different categories of nouns and pronouns.</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• connectives to join sentences.</li> <li>• suffixes.</li> <li>• a variety of spelling patterns and rules</li> </ul>
<b>MATHS</b>	<ul style="list-style-type: none"> <li>• Understanding the relationship between the 4 operations ( +, -, x, ÷ )</li> <li>• Multiplying and dividing by 10, 100 and 1 000.</li> <li>• Recognising the relationship between fractions, decimals and percentages.</li> <li>• Recognising symmetry.</li> <li>• Recognising perpendicular and parallel lines.</li> <li>• Read and plot co-ordinates.</li> <li>• Use, read and write standard metric units.</li> <li>• Represent and interpret data in tables, charts and graphs.</li> <li>• Using written methods to solve addition, subtraction, multiplication and division problems.</li> <li>• Applying their mathematical knowledge and understanding to solve problems and puzzles.</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Understanding the relationship between the Earth, Moon and Sun and how time is calculated.</li> <li>• Understanding how sound is produced and changed.</li> <li>• Understanding that we see because light from a source enters our eye.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>• Representing data using databases and interpreting and evaluating it for validity.</li> <li>• Using the internet to locate information.</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>• Understanding the use of containers in traditional and contemporary cultures both artistically and practically.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>• Learning about Ancient Greece and the influence it has had on British Culture.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• To study a contrasting U.K. locality and compare it with the local environment.</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>• Making musical instruments and performing simple sounds.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Developing striking and fielding skills.</li> <li>• <u>Devising and performing basic dance routines.</u></li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Singing folk music from Middle Eastern countries.</li> <li>• Playing and listening to orchestral instruments.</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• The children will revise previous vocabulary and learn different ways of writing the date. They will be challenged by tables and mental maths in French. Their knowledge of French life and culture will be enhanced by work on French artists and French food. They will read non-fiction books, sing songs, use the internet and language software.</li> </ul>

