



*To love and serve as
Jesus shows us*

St Vincent's Catholic Primary School

Curriculum Newsletter: Spring Term (second half term)

Year 5

Class Teacher: Mr Mutch

2017 – 2018

English

Text: The Man Who Walked Between The Two Towers
By Mordicai Gerstein

Reading outcomes:

Predict what might happen from details stated and implied
To engage with a story and comment on decisions made by the author.
Making inferences about characters in a story
Make comparisons within the text
Summarise main ideas from more than one paragraph

Writing outcomes:

Exploring features of diary entries
Formal/informal language
Shared write sentences.
Editing and redrafting
Writing to describe a setting and create atmosphere
Writing from character viewpoints

SPAG outcomes:

Recap expanded noun phrases.
Using coordinating and subordinating conjunctions.
Using synonyms and antonyms.
Complex sentences.
Prepositional phrases.
Recap dialogue.
Recap fronted adverbials.

Come and See (RE)

Topics:
Unity
Death and New Life

Spanish

Learning outcomes:
*All understand the words for seven animals.
Most can say the seven animals.
Most can sing a song about animals.
All understand the seven words for Spanish animals.
*All can say 4 words for animals with aquí hay.
*Most can say 4 words for animals with aquí hay and the correct gender.
*Some can say 7 words for animals with aquí hay and the correct gender.
All understand and can say the seven words for Spanish animals.
*All can understand and say uno, dos, tres.
Most can say aquí hay with a number and the word for 7 animals in the plural.

Maths

Learning outcomes:

Fractions

Compare and order fractions whose denominators are multiples of the same number.
Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
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 " $\frac{7}{4} = 1 \frac{3}{4}$ " $\frac{7}{4} = 1 \frac{3}{4}$] Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Decimals and Percentages

Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. 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. Solve problems which require knowing percentage and decimal equivalents of those fractions with a denominator of a multiple of 10 or 25

Science

Topic: **Let It Shine**

Learning outcomes:

I can recognise that light appears to travel in straight lines.
I can explain how a shadow is formed.
I can explore how to change the size of a shadow.
I can represent and report on findings.

Music

Keeping healthy

Learning outcomes:
Exploring beat at different tempi •
Singing syncopated melodies •
Developing rhythm skills through

Computing

We are web developers

Learning outcomes:
Develop their research skills to decide what information is appropriate
Understand some elements of how search engines select and rank

<p>I can take accurate measurements.</p> <p>I can identify and manage variables in an investigation.</p> <p>I can apply the idea of how light travels to explain how we see things.</p> <p>I can explore how light behaves at reflective surfaces.</p> <p>I can present findings and conclusions from experiments.</p> <p>I can use secondary sources to answer questions.</p> <p>I can explore how light can be reflected and bent in various ways.</p> <p>I can explore how white light can be split up.</p> <p>I can make observations and raise further questions to investigate.</p> <p>I can recognise that light is made up of more than one colour.</p>	<p>singing, playing and moving</p> <p>Singing and playing scales and chromatic melodies</p> <p>Using steady beat and syncopated rhythms</p> <p>Developing an arrangement of a two-part song</p> <p>Learning and creating accompaniments for a song</p> <p>Reading grid or staff notation to play a bassline</p>	<p>results</p> <p>Question the plausibility and quality of information</p> <p>Develop understanding of e-safety.</p> <p>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable/unacceptable e-behaviour.</p> <p>Select, use and combine a variety of software</p> <p>Understand computer networks</p> <p>Use web-based software to create digital content</p> <p>Collect, analyse, evaluate and present information</p>
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<p><u>History / Geography</u></p> <p>Topic: History: Why should we thank the ancient Greeks?</p> <p>Learning outcomes:</p> <p>I can say when the Ancient Greek people lived and order some events from the time on a timeline.</p> <p>I can describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate my understanding.</p> <p>I can talk about some Ancient Greek gods and know some features of Greek myths.</p> <p>I can explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked.</p> <p>I can examine artefacts in order to draw conclusions about what life was like in Ancient Greece.</p> <p>I can write detailed accounts of key events from the Ancient Greek time and ask and answer questions which extend and deepen my understanding.</p>	<p><u>PE</u></p> <p>Outdoor Adventurous Activities</p> <p>Learning outcomes:</p> <p>I can listen to instructions carefully.</p> <p>I can work well as part of a group.</p> <p>I can hold a hockey stick correctly.</p> <p>I can pass while moving</p> <p>I can aim for the corners of the goal.</p> <p>I can block the ball with my stick..</p> <p>I can create tactics to test in games.</p> <p>I can remember the spirit of fair play.</p> <p>.</p>	<p><u>Art / DT</u></p> <p>DT – Marbulous Structures</p> <p>Learning outcomes:</p> <p>I can apply my understanding of free standing structures to help build them.</p> <p>I ca use a wider range of tools and equipmento perform practical tasks accurately.</p> <p>I can use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots.</p> <p>I can select appropriate joining techniques.</p> <p>I can design and build a marble run which incorporates some varied bends.</p> <p>I can consider the aesthetics when building a marble run.</p> <p>I can consider the views of others to improve my work.</p>
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