



*To love  
and serve  
as Jesus  
shows us*

# **St Vincent's Catholic Primary School**

## **Curriculum Newsletter: Summer 1**

**Year 5**

**Class Teacher: Mr. Daly**

**2018 – 2019**

### **English**

**Text: 'Beowulf' by Michael Morpurgo/ Rob Lloyd Jones  
(continued)**

#### **Reading outcomes:**

Reading books that are structured in different ways and reading for a range of purposes  
Recommending books that they have read to their peers, giving reasons for their choices  
Identifying and discussing themes and conventions in and across a wide range of writing  
Making comparisons within and across books  
Checking that the book makes sense, discussing their understanding and exploring the meaning of words  
Asking questions to improve their understanding  
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
Predicting what might happen from details stated and implied

#### **Writing outcomes:**

Narratives & Letters  
Use paragraphs to organise more complex information and narrative  
Writing for a range of purposes and audiences  
Writing draws from models of similar writing, wider reading and research  
Writing for a wider audience  
Discuss written work: include relative clauses, parenthesis

#### **SPAG outcomes:**

Past and present tenses.  
Dashes and brackets for informal comments.  
Commas for a list.  
Commas to avoid ambiguity.  
Apostrophes for contractions.  
Expanded noun phrases.  
Semi-colons.  
Parenthesis.  
Using correct voice in writing.

### **Come and See (RE)**

Topics: **Pentecost – Serving:  
Transformation and Reconciliation –  
Inter-Relating: Freedom &  
Responsibility**

### **Spanish**

Learning outcomes:

- To say and recognise family words
- To apply previously learned gender rules to family words and adjectives
- To adapt the language they learn and use it to create something new
- To retell the story of El Rábano Gigante with correct pronunciation and intonation and using actions to emphasise the repetitive nature of the story

Write a penpal letter in response to a second letter from the ISM, a British-based school situated in Madrid.

### **Maths**

Learning outcomes:

#### **Number - Decimals and Percentages**

Decimals up to 2 d.p.  
Decimals as fractions (1)  
Decimals as fractions (2)  
Understand thousandths  
Thousandths as decimals  
Rounding decimals  
Order and compare decimals  
Understand percentages  
Percentages as fractions and decimals  
Equivalent F.D.P

#### **Number – Decimals**

Adding decimals within 1  
Subtracting decimals within 1  
Complements to 1 Adding decimals – crossing the whole  
Adding decimals with the same number of decimal places  
Subtracting decimals with the same number of decimal places  
Adding decimals with a different number of decimal places  
Subtracting decimals with a different number of decimal places  
Adding and subtracting wholes and decimals  
Decimal sequences  
Multiplying decimals by 10, 100 and 1,000  
Dividing decimals by 10, 100 and 1,000

Children will also be tested on their times tables with rapid recall tests at least twice a week.

### Science

Topic: **Growing Up & Growing Old**

Learning outcomes:

- To describe some of the changes that happen as humans develop.
- To compare and analyse the gestation periods of different animals.
- To look at the changes that happen as we get older, including puberty/adolescence.
- To collect and compare data on average heights as we grow up.
- To describe the changes that happen to us as we enter old age.
- To consider the impact of living longer.

### Music

Topic: **'Dancing In The Street' by Martha & The Vandellas**

Learning outcomes:

Recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music  
Internalise, understand, feel, know how the dimensions of music work together.  
Pulse, rhythm, pitch, tempo, dynamics.  
Explore the link between sound and symbol.  
Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  
Playing - play a classroom/band instrument in a group/band/ensemble.  
Explore the link between sound and symbol.

### Computing

Topic: **We Are Website Designers (cont.)**

Learning outcomes:

- Plan content and theme for their website.
- Creating and source content.
- Build website part one
- Build website part two
- Test and make amendments to site
- Group presentations

### Geography

**How will our world look in the future? (Local Geography)**

Learning outcomes:

- **To plan and carry out fieldwork to answer a given enquiry question.**
- **To understand how and why housing needs to change over time.**
- **To understand the importance of local work opportunities to the community.**
- **To understand that communities need a range of accessible amenities and public services.**
- **To understand how the geography of communities affects community spirit.**
- **To plan for a sustainable future for our area.**

### PE

**Indoor – Unit 5: Health and Fitness Skills**

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.  
I can plan and follow my own basic fitness programme.  
I can self-select and perform appropriate warm-up and cool down activities.  
I can identify possible dangers when planning an activity.  
I can describe the basic fitness components.  
I can explain how often and how long I should exercise to be healthy.  
I can record and monitor how hard I am working

**Outdoor – Nimble Nets**

To identify and apply techniques for hitting a tennis ball.  
To develop the techniques for ground strokes and volleys.  
To develop a backhand technique and use it in a game.  
To practise techniques for all strokes.  
To play a tennis game using an overhead serve and the correct selections of shots.

### DT

Topic: **DT – Global Food Cooking**

**Learning Outcomes:**

- I can say where in the world ingredients come from.
- I can explain that diets around the world are based on similar food groups.
- I can cook rice and explain why it is a good staple food.
- I can demonstrate a range of food skills and techniques.
- I can demonstrate a range of basic and advanced food skills and cooking techniques.
- I can accurately and mainly independently follow a recipe demonstrating a range of cooking techniques.