



## Year 5 Term 3 Curriculum Newsletter

### As Mathematicians we will be:

- Multiplication and division part 2, multiplying up to 4-digits by a 2-digit number
- Dividing a 4-digit number by a 1-digit number with and without remainders
- Finding equivalent fractions, comparing and ordering fractions and fractions as division
- Adding and subtracting fractions of different multiples

### As computer programmers we will explore programming by;

- Identify conditions in a program
- Create a program with different outcomes using selection
- Use selection in an infinite loop to check condition
- Use condition statements 'if...then...when' in my program
- Share my program with others
- Identify where my program could be improved

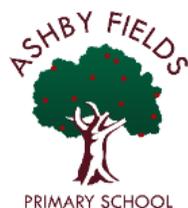
### As scientists we will be:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### As readers we will be

- Looking at author's intent
- Using evidence from the text to justify answers, through ERICs based on a range of genres including: recounts and persuasion

*Remember to read 4 times a week and bring your library & reading book in to school; on a Friday.*



### As responsible citizens we will be covering the topic 'Keeping Myself Safe':

- Managing risk, including staying safe online.
- Find examples of things that might influence a person to take risks online.
- I can explain that I have a choice
- Understanding the norms of drug use (cigarettes and alcohol).
- Say the percentage of people age 11-15 that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.

### As writers we will be;

- Writing for a range of purposes including recounts and persuasion texts
- To be able to write a clearly structured recount event using a title, opening and concluding paragraph
- To use descriptive language like verbs, adverbs, nouns and adjectives to describe the event in more detail.
- To use time sequence words and phrases to link events to when they occurred.
- To write consistently in the past tense.
- To use shifts in formality.
- To use the past perfect.
- To use modal verbs to indicate degrees of possibility.

### As theologians and philosophers, we will be learning about Sikhism in Britain

- What it means to belong to the Sikh community.
- How Sikhism began.
- Which guru to Sikhs follow today.
- How Sikhs worship.

### As designers we will be Bridge Builders:

- How bridges are constructed.
- Names of different parts of a bridge.
- Finding out about types of cross-sections, testing these out and using them in our own bridge designs.
- Using a range of materials to create a bridge structure.

<ul style="list-style-type: none"> <li>To use active and passive voice.</li> <li>To use prepositional phrases.</li> <li>Use emotive language to engage the reader.</li> </ul> <p style="text-align: center;"><u>Spellings to be tested every Friday</u></p>		
<p><b>As speakers and listeners, we will continue to:</b></p> <ul style="list-style-type: none"> <li>develop our confidence and competence in spoken language and listening skills.</li> <li>develop our skills of explanation to express our understanding of books and other reading.</li> <li>practise making our thinking clear to ourselves as well as to others.</li> <li>apply these skills throughout the curriculum and in real life situations.</li> </ul>	<p><b>As geographers we will be learning to:</b></p> <ul style="list-style-type: none"> <li>Mountains are a natural part of the with steep slopes</li> <li>They rise above 300m.</li> <li>They have a summit of at least 600m.</li> <li>Some mountains are found in groups called a mountain range, but some mountains can be on their own.</li> <li>Not all mountains have single summits.</li> <li>Mount Everest is the highest mountain in the world at 8848m.</li> <li>How different mountains are made.</li> </ul>	<p><b>As sportspeople, in PE, we will be learning:</b></p> <ul style="list-style-type: none"> <li>Developing ball skills, bouncing them against different surfaces, using a range of throwing techniques</li> <li>Use awareness of space to make decisions</li> <li>Develop control of a ball with hands and feet</li> </ul>
<p><b>As musicians, we will continue to:</b></p> <ul style="list-style-type: none"> <li>I can listen to the Weeknd group playing a piece of pop music</li> <li>I can name and identify 4 other songs by The Weeknd</li> <li>I can learn and recall the fast melody on the Glockenspiel</li> <li>I can make a three-note chord in Dm, Am, C, G</li> <li>I can count in 4s to help me keep time</li> <li>I can keep a distinctive up-beat rhythm at a constant tempo</li> <li>I can work by myself and with other children collaboratively</li> <li>I can follow and know the different sections of the piece</li> <li>I can offer ideas to further develop the piece of music</li> <li>I can practise the final composition and perform to an audience</li> </ul>	<p><b>Homework is due every Friday, please complete the three targets, reading and spelling practise every week.</b></p> <p style="text-align: center;"><b>PE is on the following days</b>  <u>WEEK A - Monday and Tuesday</u>  <u>WEEK B - Tuesday</u></p> <p style="text-align: center;">Library books will be changed on a Friday along with reading books.</p>	<p><b>As linguists we will be doing 'Quel Temps Fait-Il?':</b></p> <ul style="list-style-type: none"> <li>Recognise and recall the nine weather expressions in French from memory.</li> <li>Ask what the weather is today and give a reply in French.</li> <li>Describe the weather in France, in French using a weather map with symbols.</li> </ul>