



Welcome to the Year 5 Curriculum

Summer Term

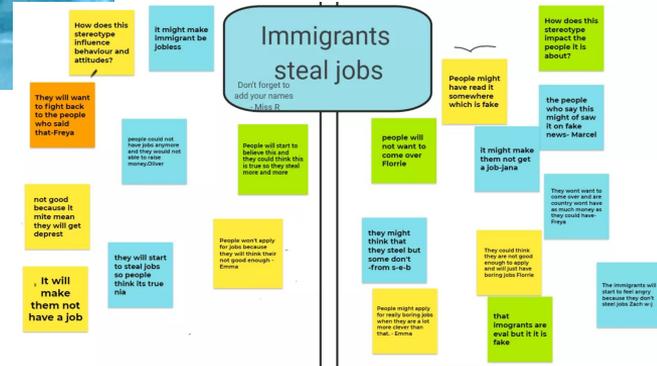
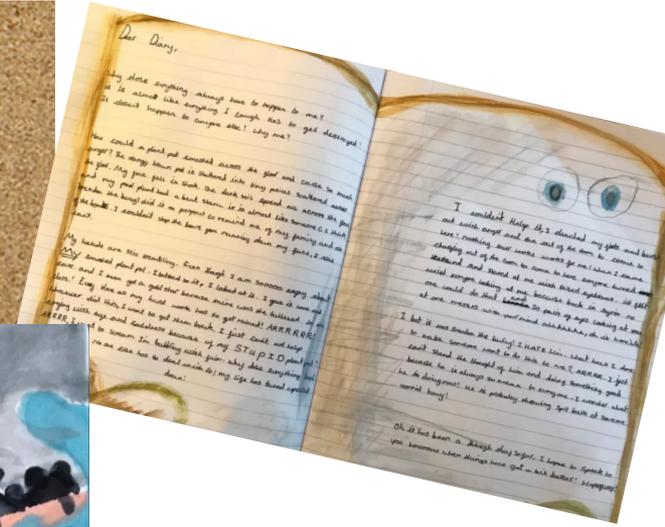
Thank you again for all of your support and time with home learning in the Spring term.

Spring Term Celebration

We were so very impressed with the hard work and effort the Year 5 children put in to their learning.

Here is a link to the outcome for The Boy At The Back Of The Class for you to enjoy again!

<https://padlet.com/annebooth1/geeu14t728lxn5xe>



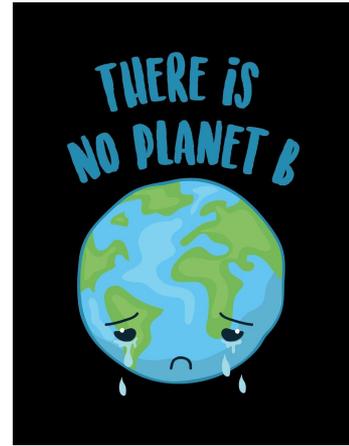
Year 5 were asked the following question...

*As a **geographer**, use your knowledge of Polar features, the impact humans have had on them and how to combat climate change to explain what you think the next steps for the world should be.*

Here are some of their responses...

I think the next steps for the world should be: 1. Reducing meat eaten This is because animals release a lot of methane (CH₄) which is 30x more stronger than carbon dioxide (CO₂) so is incredibly bad for the planet. Animal populations are increasing by the second so more Methane is going into the air. If we stop eating as much meat, less Methane will be going into the air which is good! Also it will mean that there will be excess farming space which is not needed so we can replant forests! 2. Recycling plastic (and other) waste This will mean the oceans will be less polluted and animals will not be likely to eat a bit of plastic which could possible kill them. This will be good for the ocean and the ocean will be able to revive and heal for what has happened to it.

Spring Term Celebration



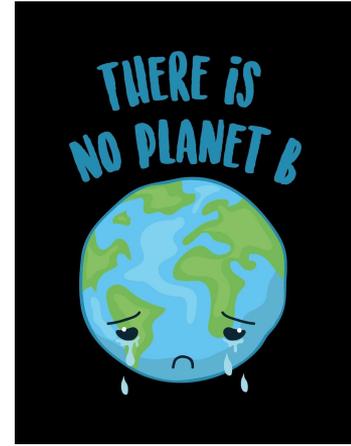
When people cut down trees CO₂ that they have taken in gets released into the Earth's atmosphere this leads to melting ice caps rising seas and countries possibly being submerged underwater. When people want beef you also have to cut down trees for space this also leads to what I have just explained. Also when people want beef cows have to be fed they then release methane which is a greenhouse gas and does the same as carbon dioxide. I think that people should go vegan or vegetarian so they don't eat beef and trees don't have to get cut down. Then we won't have rising seas or countries submerged under water.

Spring Term Celebration

The world will never in a million years become what it was before humans destroyed it but we can help it by being more Eco-friendly. Ways to do this could be instead of using a petrol or diesel reliant cars turn to electric or walking and cycling. You could also use solar power to power your house or when you get home just turn off the lights when they are not needed as even just the little things can help! There are lots of things we as a world can do to tackle global warming. Things like carbon taxes and regrowing two trees when you cut down one.

Our next steps in the world should be lowering the amount of emissions led by fossil fuels, stopping the amount of forests being cut down, and shutting down industries. We should use less space and stop the amount of greenhouse gases being released from farms. And by stopping using fossil fuels to make the polar regions thrive again.

I think the best steps to take would be to start using renewable energy such as sun light and use less fossil fuels to slow down the warming of the climate and the melting of ice. Also to start cutting down less trees to slow down the release of carbon and find a way to produce food without releasing methane.



Year 5 then took a stand at the SJS world climate summit and created plans on how to save our world from a very real threat.

Ask your Year 5 child what they came up with!

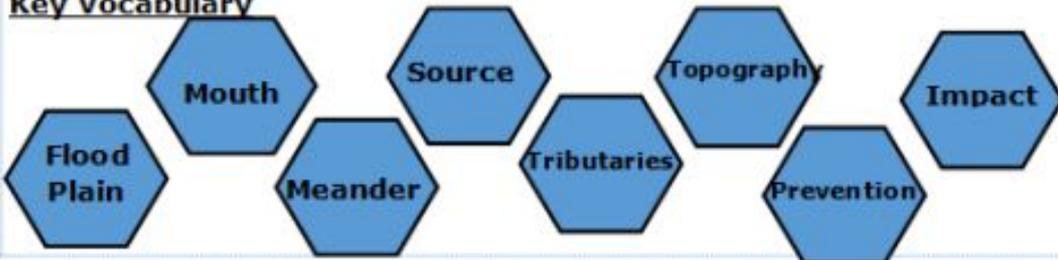
What I already know...

How to use national maps to **locate** cities and counties.
(Southampton Y3, Liverpool Y4)

Why **settlements** such as Southampton and Liverpool are located on coasts. (Defence, Trade)Y3/4

Settlements **change over time** because of human and physical **impact**.
(Southampton Through Time Y3)

Key Vocabulary



The Power of Water



Use your **geography skills** to become an expert reporter on flooding across the world. Use your knowledge of flooding impact in different countries to support a fairer approach to clean water access in the world.

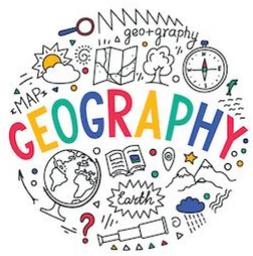


I will learn...

- = The **physical** features of rivers.
- = How rivers **impact** the land and **humans**.
- = How to use a **range of maps** to describe geographical feature of Shrewsbury(UK) and Davenport (USA).
- = To compare flooding impacts in **UK, USA** and **Bangladesh**.



Make a difference in the world by raising money and campaigning for others—Water Aid Fair.



The Power of Water - Rivers

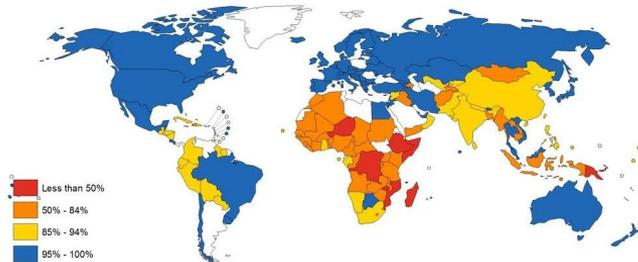
1. Geography **Fieldwork**
 - what is a river?
 - what rivers are in our locality?

2. Exploring the **impact** rivers have on humans – flooding in Shrewsbury.



3. Comparing the **impact** of the River Severn(UK), Mississippi (USA) and Ganges (Bangladesh) – a 3 point study.

Mapping children's chances



What proportion of the population has access to safe drinking water?

4. PSHE: **equality** of water access and Water Aid.

Writing

Newspaper report

Purpose: To inform children about flooding in Shrewsbury.

Audience: Year 5 children

Form: Newspapers



The children will be writing a newspaper article to inform people about the flooding that is occurring in Shrewsbury.

Key skill focus: To use directed and reported speech within a newspaper report.

Narrative

Writing

Purpose: To write an *emotive* narrative from the point of view of someone without access to clean water.

Audience: SJS community

Form: First Person Narrative



The children will write a story from the point of view of a character who does not have access to clean water. Using their geographical and PSHE knowledge to support in creating an emotive piece to make people think about something we take for granted.

Key skill focus: To use parentheses to add detail to writing.

To carefully select language to

Daily guided reading sessions are back! Small group work with class teacher.

Reading

Guided Reading Questions				
1a	1b	1c	1d	1e
<ul style="list-style-type: none"> • Can you find a word/sentence that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Can you find a word in the text that means the same as...? • Find an adjective in the text. 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learnt from the text. • Find the part where... 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • How/where does the story start? • What happened at the end of the ...? • Can you retell the story to me in 20 words or fewer? • What happened before that? 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? • Why do you think...? • How do you think...? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • Where do you think... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might... say about that?

All classes – planners are checked the day children have guided reading.

Homework: Reading reflections (min 2x weekly) and 3x weekly reading plus.

Interpret



I can look at the information in the text and use it to infer a character's thoughts, feelings, motives and opinions.

I use evidence from the text to support my opinions.

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Reading

Focus skill 2:

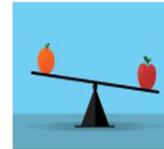
Identify themes in a text and compare them between different texts (of same subject or author)

Compare and contrast characters within a text.

Focus skill 1 this half term:

Infers characters mood and attitude using **evidence** to support opinions.

Compare



I can identify important themes in a text.

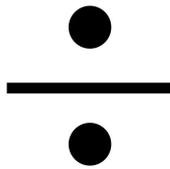
I am able to make comparisons between characters, settings and plots within the same text.

I can find similarities and differences between different pieces of writing.

Question stems which you can use to encourage discussion around the book that your child is reading.

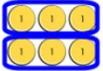
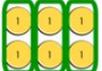
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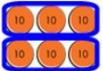
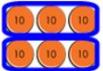
Maths - Division



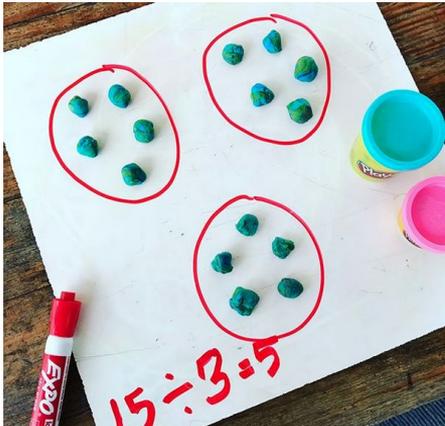
LO: Divide 3 digit numbers by 1 digit using formal written method.

Derive from known facts:

$6 \div 2 = 3$  $6 \div 3 = 2$ 

$60 \div 2 = 30$  $60 \div 3 = 20$ 
 $60 \div 30 = 2$  $60 \div 20 = 3$ 

$600 \div 2 = 300$  $600 \div 3 = 200$ 
 $600 \div 300 = 2$  $600 \div 200 = 3$ 



Sharing: On a place value grid:

$8528 \div 4$

Sharing
$$4 \overline{) 8528} \begin{array}{r} 2132 \end{array}$$

Thousands	Hundreds	Tens	Ones
			
			
			
			

- 8 thousands shared into 4 equal groups
- 5 hundreds shared into 4 equal groups
- Regroup 1 hundred for 10 tens
- 12 tens shared into 4 equal groups
- 8 ones shared into 4 equal groups.

Short Division - written method:

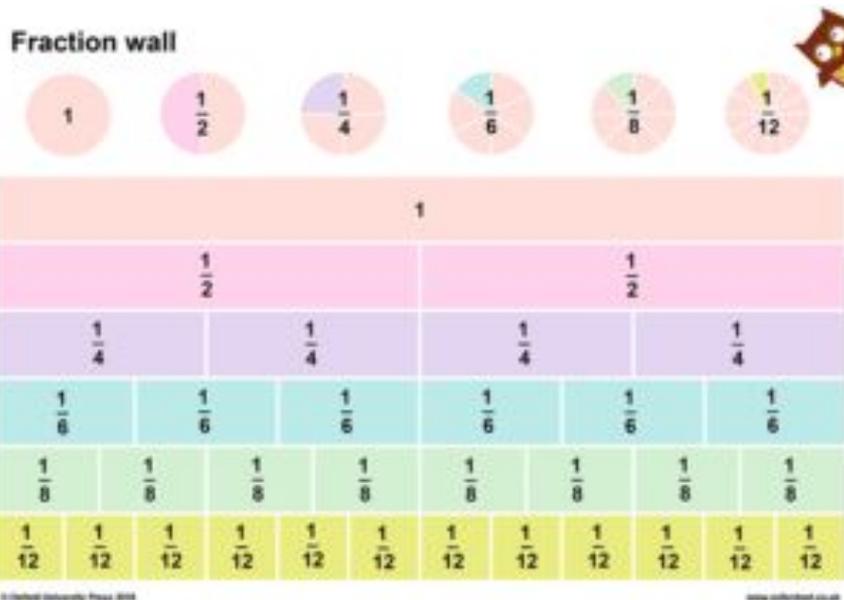
$362 \div 7 =$

$$7 \overline{) 362} \begin{array}{r} 51 \text{ r}5 \end{array}$$

$362 \div 7 = 51 \text{ r}5$

Maths - Fractions

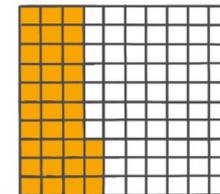
LO: Recognises and shows, using diagrams, families of common equivalent fractions



LO: count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

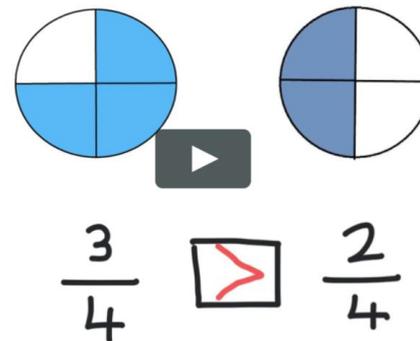
$$\frac{33}{100}$$

MODELING HUNDREDTHS



$$0.33$$

LO: compare and order fractions whose denominators are all multiples of the same number



A sneak peek at Summer 2...

Science: Forces – investigate the forces at play on rides at a fair.

PSHE: Keeping safe out and about – First Aid focus



DT – Design and create a working mock fairground ride to go into the Year 5 theme park.

Skill: woodwork – cutting and joining

Literacy: The Lucky Dip – narrative inspired by film.

TRIP: Paultons Park – Friday 11th June



“

Kindness is
realizing that
we're all in this
together. ”

- RAKtivist

**Thank
You!**