



Year 5 – kestrels Summer 1 2021 Curriculum Letter

Happy Summer Term. I hope that you have had a restful Easter and that the children are ready for an exciting final term in year 5! Our first topic for this half term is 'Earth Matters' with a geography focus looking at:

- Understand, describe and use key physical features e.g. climate zones
- Understand, describe and use key human features e.g. types of settlement and land use
- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales
- Investigate places with more emphasis on the larger scale; contrasting and distant places
- Explore the local area and find evidence of changing physical and human geographical features

As well as our main topic, we will also cover these areas:

In English, our focus in writing will be based around the theme of our planet. We will be diving deep into narrative poetry from the view of animals in the wild during deforestation, research and persuasive arguments on climate change as well as writing information texts/leaflets followed by some creative fantasy short story writing. Children will be expanding their range of vocabulary and be introduced to new writing skills e.g. semi-colons and hyphens.

In reading, we will be using the scheme 'Vipers', exploring texts 'Pilgrim's Progress' by John Bunyan and 'The Iron Woman' whilst looking at vocabulary, inference, prediction, explain, retrieve and summarise. Please ensure that your child reads daily and this is recorded.

In Maths, we will be following the National Curriculum scheme White Rose, continuing our journey to add, subtract and multiply fractions. We will use this knowledge to understand the place value of decimals and percentages. We will be learning a multiplication table each week and on a daily basis, it is so important that children have a rapid recall for their tables and for homework will be using 'Maths with parents'.

In PE, we will be learning and enhancing our volleyball and pop lacrosse skills. Our PE days are Wednesday and Friday. All children will need to bring appropriate trainers and if children have long hair, it must be tied and earrings taken out. *They will also need a warm sweatshirt and tracksuit bottoms for outside PE, and trainers in a plastic bag (they are going to get muddy!) Plimsolls are not suitable for outdoor activities. Please can the children have their indoor and outdoor kit in school every day.*

In History, we will be learning about the History of Bedford and how it has changed over time.

In Geography, we will be map reading and identifying human and physical geographical features.

In Art, we will experiment using watercolours to find contrasting colours, learning the skill of calligraphy and exploring the use of batik safely.

In Science, we will study the topic 'Animals including humans', comparing and learning about the Human timeline and gestation period of animals (linked to PSHE).

In ICT, we will be diving deeper into some 3D modelling mastery skills using the tool 'Sketchup'.

In R.E, we will be exploring the question: 'How does faith enable resilience?'

In French, children will be continuing to learn and practise their conversational experience in a café and supermarket.

In PSHE, we will be looking at the most important topic of: 'Changing me' following the Jigsaw scheme of work. A letter outlining the curriculum plan for each session will be provided.

Year 5 PSHE scheme of learning for changing me:

| Weekly Celebration | Pieces | PSHE Education (Developed from National Framework DfEE 2000) | Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) |
|--|---|--|--|
| Understand that everyone is unique and special | 1. Self and Body Image | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| Can express how they feel when change happens | 2. Puberty for Girls | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me |
| Understand and respect the changes that they see in themselves | 3. Puberty for boys Assessment Opportunity ★ | I can describe how boys' and girls' bodies change during puberty | I can express how I feel about the changes that will happen to me during puberty |
| Understand and respect the changes that they see in other people | 4. Conception | I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in these ways |
| Know who to ask for help if they are worried about change | 5. Looking Ahead | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) | I am confident that I can cope with the changes that growing up will bring |
| Are looking forward to change | 6. Looking Ahead to Year 6 | I can identify what I am looking forward to when I am in Year 6 | I can start to think about changes I will make when I am in Year 6 and know how to go about this |

If you have any queries or concerns, please don't hesitate to speak with me. I am always happy to discuss anything important to you and your child. I look forward to an exciting and engaging year of learning and getting back into the swing of things safely.

Mrs Humphrey