



# The Cape Primary School

• Excellence through partnership •

Year 5

## In English...

During this term we are exploring two different texts: Greek Myths and 'There's a boy in the girls bathroom'. We will use the plots and themes in the book to help support our writing. This term we will create our own narratives, playscripts and persuasive arguments, as well as explore performance poetry. Throughout the term we will continue to learn new sentence targets and practice all elements of SPaG.

There is a big push at the moment for capital letters, punctuation and correct grammar; it would be a big help if this was practiced at home!

## In Maths...

This term has a big focus on decimals, negative numbers which continues on from our previous unit. We will then move onto look at properties of shape, measure, volume, conversions of measures and angles.

Throughout these units we will continue to apply our knowledge to multiple problems and check our answers using the inverse.

At home, children should continue to practise multiplication and division facts as well as the four main written methods.

## In Science...

In Science children will describe the life process of reproduction in some plants and animals. They will describe the differences in the life cycles of a mammal, an amphibian and a bird. Children will describe the changes as humans develop to old age. They will learn about gestation periods for animals and explore foetal development. They will learn about what happens to our bodies as we get older, including puberty and growth.

## What you need to know about Year 5

### **Important dates this term:**

06/05/24 Bank Holiday  
23/05/24 Summer Disco  
27th-31st May Half Term  
11/06/24 Hoop Guy  
04/06/24 **5A** Ancient Greek Workshop  
05/06/24 **5C** Ancient Greek Workshop  
06/06/24 **5B** Ancient Greek Workshop  
19/07/24 Summer Holidays

### **Staff working in Year 5:**

Mrs Scott Mrs Loveridge, Miss Chapman, Miss Edwards  
Mrs Kaur, Mrs Kauser

### **Our P.E days are: (Please ensure your child is in the correct uniform)**

5A—Tuesday and Friday  
5B— Wednesday and Friday  
5C—Monday and Friday

### **You can help at home by:**

Reading a wide range of texts and ensuring your children complete their homework and practice their spellings. The School have provided a subscription to Reading Plus and Times Tables Rockstars, please ensure it is utilised daily.

## In P.E...

### **Outdoor & Adventurous Activity:**

In this unit children will be able to co-operate to share roles within a group and listens to each other's ideas when planning a task. They will be able to take responsibility for a role and begin to take the lead when needed. Children will be able to give clear instructions and adapt strategies when needed.

Children will be able to plan a simple orienteering trial for others to complete using the local areas. They will be able to read some map symbols and begin to read a compass.

### **Athletics:**

In this unit children will be able to explain and perform the correct technique for the shot putt developing their fluency and control.

Children will be able to perform a basic long jump technique and be able to describe the different phases of the jump. They will be able to measure and judge a 'run up' to help them achieve a greater distance.

Children will be able to describe and use the 3 phrases of sprint to start to correct and refine the technique. They will understand why reaction time is important as well as stamina. Children will be able to understand and decide on an appropriate running pace to cover a set distance.



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### In Computing...

In Computing learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. Learners represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.

### In PSHE...

Children will recognise how their actions affect themselves & others (focus- hurt feelings). At the end of the term, children will be able to understand that friendships have their ups & downs but they are aware of strategies to resolve and reconcile differences. This links to identifying if a friendship (on or offline) is making them feel unsafe or uncomfortable and where to get support when needed (including DA). Children will explain the nature and consequences of unhealthy relationships: including racism, bullying, inappropriate & aggressive behaviours. They will continue to explain to others the 'PANTS' rule using understanding of puberty talk & links to unhealthy secrets including FGM awareness; recognising what kind of physical contact is acceptable & unacceptable. They will know when and why to use Cape's 'No! Stop! I don't like it!' and when & why to seek help & share problems. Children will explore online safety. They will also identify that people living within communities have different values, customs, genders & sexualities and beliefs but we can still be friends (tolerance, resilience, empathy).

### In Music...

The theme for summer 1 is how music is a friend, guide and support. Children will continue to learn about all the Foundational Elements of Music with a focus on expression of musical meaning through words, while working implicitly with all the other elements of music as they go through the steps of the unit listening, appraising, playing, performing, composing and improvising will continue to factor into the unit and children will also continue to use a tuned instrument. In summer 2 the broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. Children will continue to learn about all the foundational elements of music with a focus on musical elements, while working implicitly with all the other elements of music as they go through the steps of the unit.

### In MFL...

In MFL this term children will:  
Tell somebody in Italian the key elements animals and plants need to survive in their habitat and examples of the most common habitats for plants and animals.  
Tell somebody which animals and plants live in these different habitats.  
Tell somebody the key facts of ancient and modern Olympic Games.  
Look for cognates and highlight key words when learning how to decode longer passages of text.  
Say the nouns in Italian for key sports/events in the current Olympic games.  
Conjugate the irregular verb FARE enabling the students to say what sports they do and do not play.  
Understand the concept of del, della, dell' and dello when you say you play a sport in Italian.

### In RE...

In RE children will identify, explain and make clear links between Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. They will study Hindu beliefs through stories. They will connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha]. Children will outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. They will explain what Christians mean when they say that Jesus' death was a sacrifice. They will learn how Christians celebrate Holy Communion/Lord's Supper.

### In Creative...

In Art & Design children will design and make more complex forms in 3D in the shape of a Greek container/tile displaying images from Greek myths. Children will use a range of modelling materials to develop joining techniques learnt in year 3 in order to attach images to their container or tile. They will also learn to understand how to finish work to a good standard. Design Technology—Food

In this unit of work children will build on their knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet to investigate and make a traditional Greek recipe with greater emphasis on how the food is presented for the intended user.

They will learn to generate innovative ideas through research, discussion, annotated sketches and IT to develop a design brief and criteria for a design specification linked to the user and purpose.

They will build on their knowledge from year 3 to understand how to use utensils and equipment including heat sources to prepare and cook food as well as understand about seasonality in relation to food products and the source of different food products. They will learn to carry out sensory evaluations of a range of relevant products and ingredients and record using tables/graphs/charts as well as evaluate the final product with reference back to the design brief and specification, considering the views of others when identifying improvements. Children will also learn to understand how key chefs have influenced eating habits to promote varied and healthy diets.

In Geography children will focus on the country of Greece, its position within Europe and environmental regions. They will continue to develop their knowledge of using 6-figure grid references to locate key physical and human features on a map and in particular how the food, mineral and water aspects influenced settlements and land use as well as trade links across the country.

In History children will learn about legacies created by the ancient Greeks. They will continue to develop their chronological understanding further, comparing periods of history through interval and when creating timelines, children will create their own scale when given the start and end date. Children will build on their ability to use sources of evidence to form and investigate hypotheses, as well as make good suggestions of suitable evidence which can be used to back up conclusions but they will also begin to show an awareness of the concept of propaganda.

