The Good Shepherd Catholic Primary School

Year 5

Summer Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the topics we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

SUBJECT		TOPIC INFORMATION
RELIGIOUS EDUCATION	**Reconciliation**	• Complete unit on Reconciliation • God's rules for living freely and responsibly – the Commandments
	Pentecost	• Transforming energy • Pentecost, the celebration of the Spirit's transforming power • Acquire the skills of assimilation, celebration and application of the above
ENGLISH	**Shang Dynasty**	• To retrieve, record and present information from non-fiction. • To extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate. • To write name in Chinese. • To Say their name in Mandarin Chinese. • To research some Shang characters found on oracle bones. • To work out the meaning of Shang characters. • To translate a Shang text. • To write a biography • To Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • To proof-read for errors in spelling and punctuation. • To uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). • To make notes and develops initial ideas, drawing on reading and research where necessary. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.
MATHS	**Addition and subtraction Measurement Geometry Statistics**	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Compare and order fractions whose denominators are all multiples of the same number • Add and subtract fractions with the same denominator and denominators that are multiples of the same number • Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

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		• Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (o) • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed • Complete, read and interpret information in tables, including timetables
SCIENCE	**Living Things and their habitats.**	• To describe the life process of reproduction in some plants and animals • To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats. • To explore Jane Goodall's work with chimpanzees. • To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis. • To describe and compare different life cycles, including birds.
	Animals including Humans	• To describe the changes as humans, develop to old age by drawing a timeline to indicate stages in the growth and development of humans. • To describe the changes as humans, develop to old age in the context of the development of babies in their first year. • To describe the changes as humans, develop to old age by comparing the changes that take place to boys and girls during puberty. • To describe the changes as humans, develop to old age by understanding the changes that take place in old age. • To report findings from enquiries, including oral and written explanations of results.
HISTORY	**Shang Dynasty**	• To explain when and where the Shang dynasty was in existence and describe features of its location. • To use archaeological evidence to draw conclusions about what life was like in the Shang dynasty and present findings. • To describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people. • To explain some of the religious beliefs and practices of the people from the Shang dynasty. • To explain about the discovery, purpose and significance of oracle bones. • To examine a range of artefacts to find out about life in the Shang dynasty.

		• To explain who Fu Hao was and why the discovery of her tomb was significant.
GEOGRAPHY	**Shang Dynasty**	• To Pinpoint the location of the Shang on a map of China and describe and name some cities. • To find physical features of the land. • To compare from then and now.
COMPUTING	**Flat-file database**	This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. To create graphs and charts from data to help solve problems. Use a real-life database to answer a question, and present work to others.
MUSIC	**Musician of the month.** **Pitch** **Texture**	• Finding out about different genres of music • What is pitch? • Looking at high and low sounds • Creating High and low sounds – composition • Thin and rich textures - learn about what texture is and explore how to recognise thin or rich textures. • Monophonic textures - learn about how to recognise, perform and create monophonic textures in music. • Homophonic textures - learn about how to recognise, perform and create homophonic textures in music. • Polyphonic textures - learn about how to recognise, perform and create polyphonic textures in music. • Melody and accompaniment - learn about how to recognise, perform and describe what melody and accompaniment is.
PE	**Taught by Mr Pearce and Mr White**	• Two three word topic focus (myself and Jack) to develop the declarative, procedural and conditional child development: • RUN/JUMP/THROW (Athletics as the vehicle) • AIM/STRIKE/RETRIEVE (Cricket, rounders, kickball, longball and baseball as the vehicles) • Affective/value focus: Courage • Cognitive, (thinking me) focus: Growth Mindset
ART	**Chinese banners** **Toatie character in clay**	• To give details (including own sketches) about the style od some notable artists, artisan and designers. • To create original pieces that show a range of influences and styles. • To sketch (lightly) before painting to combine lines and colour • To combine colours, tones and tints to enhance the mood of a piece. • To use tools to carve and add shapes, texture and pattern.
DESIGN AND TECHNOLOGY		

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FRENCH	Weather	• To be able to describe the weather in French • Recognise and recall the 9 weather expressions in French from memory. • Ask what the weather is today and give a reply in French. • Describe the weather in France, in French using a weather map with symbols.
	The Olympics	• To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire. • Understand the key facts of the ancient and modern Olympics recounted in French. • Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb FAIRE. • Look at the adjectival changes involved when you describe a male
PSHE	Heart Smart No way through isn't true.	• To describe situations where I feel stuck. • To suggest ways to persevere when I feel stuck. • To say when I find a situation difficult or challenging. • To give some examples of internal success. • To name some tools that help me to live with hope. • To describe ways to look after my health and wellbeing as I grow up. • To recall a time when I felt stuck but found a way through. • To use strategies that demonstrate 'No Way Through' isn't True!
HOMEWORK	IXL	• To work on English and Maths Skills
	Reading	• Reading every day • Use Go read app
	Tables	• Revision of Time Tables