

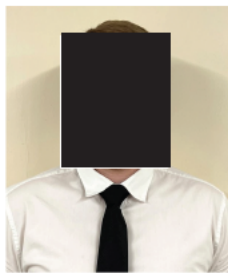
Brownlow Fold Primary School



Year 5: Curriculum Information Spring

Information for parents/carers

Class Teacher



Mr Sibson

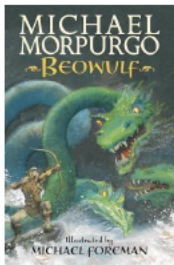
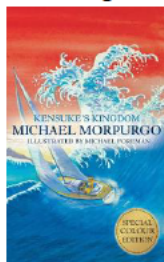
Homework: Homework books will be given out each **Friday** and work should be completed in the homework book and returned to the class teacher in school by the following **Wednesday**.

Reading: Children will read weekly in school and the younger children will be supervised to change finished reading books in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

PE: PE will take place every week on **Tuesdays** and **Thursdays**, and children are expected to make sure their PE kit is in school on those days for pupils to change into.

Please keep this booklet for future reference

On the following pages, there is a summary of the key curriculum information and expected outcomes so that you are aware of what your child will be learning during this term.

Subject	The coverage in English and Mathematics	
	Spring 1	Spring 2
English	Class Text: Beowulf by Michael Morpurgo  Writing outcome: A recount of the battle Mini outcomes: Obituary Diary from King Hrothgar Descriptive writing Kenning -poem Additional chapter of the story Dialogue – inference speech bubbles Setting description of the lair	Class Text: Kensuke's Kingdom by Michael Morpurgo  Writing outcome: A balanced argument Mini outcomes: Description of the storm How to survive on a desert island A letter home Orangutan fact file A new ending what is Michael never left the island?
Mathematics	Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages Weekly Arithmetic lesson	Measurements: Area and Perimeter Statistics Weekly Arithmetic lesson

	Prime Learning Challenge	Subsidiary small questions
Science	Do you know what methods you can use to separate solids, liquids and gases?	- Can you group materials based on their properties? - What are the differences between a solute and a solution? - How can a mixture of different sized solids be separated? - Which methods can be used to separate a mixture of both solids and liquids? - Can you explain what reversible and irreversible mean? - Can you explain the process of evaporation? - Who are Spencer Silver and Ruth Benerito and what have they invented?
Art and Design	Chromatic – Painting Do you know how to paint a self-portrait?	- Do you know the seven elements of art? - Do you know what a portrait is? - Do you know who Sarah Biffin is and why her work is important? - Do you know how to use skills from KS1 and KS2 to paint your self-portrait?

Design and Technology	Do you know how to create a tapestry using applique?	• What is a tapestry? • Can you design an original tapestry that uses applique? • Can you remember and use different stitch types when making your tapestry? • Evaluate your applique tapestry.
Geography	Do you know how to apply your geographical knowledge and fieldwork skills to explore Barrow Bridge?	• What knowledge and skills are needed to use an ordnance survey map? • Do you know how to write your own set of directions to get from one place to another? • How can we use a 6 figure grid reference to locate places on an Ordnance Survey map? • What are human and physical geographical features and can you state what has changed over time?
History	Spring 1: Do you know how Edward the Confessor came to be king of England?	• • What happened during the Viking invasion at Lindisfarne? • Where did the Vikings finally settle and why? • How did the Vikings live their lives in Britain? • Who were Ethelred the Unready and King Cnut and why were they important? • What happened when King Edward had no heir to the throne?
	Spring 2: Do you know of the impact of Barrow Bridge on our local area?	• What is Barrow Bridge and where it is located? • What are the similarities and differences between Barrow Bridge in the past and now? • Why was Barrow Bridge created by John and Robert Lord? • Who were Thomas Bazley and Robert Gardner?
Computing	Can you create more complex programs and utilise ways to simplify code to make programming more efficient?	• Can you simplify code and create a playable game? • How do you program a simulation using 2Code? • Can you take a real-life situation, decompose it and think about the level of abstraction? • What is <i>friction</i> in code and how can you use it? • What are the different variable types and how are they are used differently? • How do you create a <i>string</i>? • What is concatenation and how does it work?
Music	Do you understand and know how to follow a beat?	• Do you know how to play back a rhythm played by your teacher? • Do you know how to play a steady beat and play simple rhythm patterns

		in time with your classmates? Do you know how to perform music at different speeds (tempo) and volume (dynamics)?
Physical Education	Spring 1: Do you know how to choose appropriate techniques to gain control?	- Do you know how to choose the best tactics to defend and attack? - Do you know how to plan and perform effectively? - Do you know how to pre-empt your opponent's next move? - Do you know how to make safe choices for yourself and your opponent?
	Spring 2: Do you know how to work as a team to gain possession / attack effectively?	- Do you know how to choose the best place to field? - Do you know how to communicate effectively as a team to field successfully and attack? - Do you know how to strike the ball accurately to gain the most points? - Do you know how to plan ahead using changes and cues from fielders on the opposing team?
Religious Education	Spring 1: What does it mean to be a Muslim in Britain today?	- Can you identify and explain Muslim beliefs about God, the Prophet and the Holy Quran? - Can you describe ways in which Muslim sources of authority guide Muslim living? - Can you make clear connections between Muslim beliefs and ibadah? - Can you provide evidence and give examples to show how Muslims put their beliefs into practice in different ways? - Can you make connections between Muslim beliefs and Muslim ways of living in Britain/Bolton today?

	Spring 2: Why do some people believe in God and some people not?	• Can you define the terms 'theist', 'atheist' and 'agonistic'? Can you give examples of statements that reflect these beliefs? • Can you identify and explain what religious and non-religious people believe about God? • Can you give examples of reasons why people do or do not believe in God? • Can you make clear connections between what people believe about God and the impact of this belief on how they live? • Can you give evidence and examples to show how Christians sometimes disagree about what God is like? • Can you reflect on and articulate ways in which believing in God is valuable in the lives of believers, and ways it can be challenging? • Can you consider different views on theism, agnosticism and atheism?
Physical, Social, Health and Economic education	Spring 1: Health and wellbeing	• Relaxation and yoga • The importance of rest • Embracing failure • Going for goals • Being responsible for my feelings • Healthy meals • Sun safety
	Spring 2: Safety and the changing body	• Online friendships • Staying safe online • Puberty • Menstruation • Emotional changes in puberty • First aid- bleeding and head injuries • Alcohol, drugs and tobacco
Languages	Spring 1: Do you know how to have simple shopping conversation in French?	• What vocabulary do I need for common shops and items? • How do I ask politely for something? • How do I understand and say prices in euros? • How do I construct a short dialogue in a shop? • How can I use numbers confidently in a real-life context?
	Spring 2: Which countries are part of the French-speaking world?	• Which countries are part of the French-speaking world? • How do I say where a country is located? • What directional phrases can I use (e.g., north, south, east, west)? • How can I describe the climate of a place? • What similarities and differences can I spot between climates?
Key Texts	• Class Novel: • Beowulf Michael Morpurgo	• Class Novel: • Kensuke's Kingdom by Michael Morpurgo

	Poetry: Nonsense poetry – the Jabberwocky	• Poetry: • No poetry links this half term
Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Spring 1 Resourceful thinker: Year 5 • I can link ideas from different learning challenges to solve problems and present my findings. • I am happy to persevere even when the solution is not readily available. • I understand the difference between a task that is too difficult and one that requires me to think more deeply. • I know the difference between sensible risks and a fool-hardy risk.	Spring 2 Reflective learner: Year 5 • I accept different types of feedback and learn from it. • I make good use of time to reflect on what I have learnt. • I understand that attitude and behaviour can affect learning, and am prepared to adjust if need be. • I use a range of criteria to reflect on my own and others work.
Cultural Enrichment/Competence Our themes involve learning to live well in a diverse society	Throughout the spring term the curriculum offers the children the opportunity to broaden their knowledge and skills within all subjects. Children will face challenges that will stretch their thinking and encourage them to become more independent learners. Our Theme units such as the Vikings, Barrow Bridge allow children to extend their knowledge of the past as well as local and current history, making their learning more relatable to their area that they live in. Within Languages lessons, children learn simple terminology that may help them communicate with others in their futures. They will expand their knowledge of French language and perhaps spark new passions and interests.	
Commando Joe's	 COMMANDO JOE'S® <i>Realising your potential</i> The Commando Joe's curriculum allows children the opportunity to develop their resilience, communicative skills as well as their ability to work well within a team, through different challenges, missions and games. The missions that are set are fun, yet challenging and pose lots of opportunities for lateral thinking. The RESPECT framework, used by commando Joe's, supports the "whole school approach" with staff being able to help children to develop these behaviour traits within a number of exciting topics.	
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	Carol Dweck EverydayPowerBlog.com	
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children in their futures	Work-related learning: planned activities that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work. Career learning: helps young people develop the knowledge, understanding and skills they need to make successful choices and manage transitions in learning and work. In January, the children will be involved in a Careers Week, which will give all children the opportunity to learn about many diverse occupations from visiting professionals.	
Home Learning	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the	

curriculum and is planned and prepared alongside each classes theme and ongoing learning in school.

- Daily reading – *Verbal task – parents are expected to sign their child’s diary so that we know that they have read at home*
- Weekly spellings - *Verbal task to consolidate learning from school*
- Times table rock stars – *Verbal task - This is a fun game designed to help your child to improve their mental arithmetic skills and consolidate learning from school*
- Half term activities/tasks – *Creative task - This is once every 6/7 weeks and you are able to choose which task/s to complete and consolidates learning from school*
- Picture News prompts for home discussion – *Verbal task - This is a picture prompt that is on the newsletter each week and is designed to generate a discussion about topical issues globally.*
- Possible additional Maths, Comprehension or Phonics activities – *Written Task - This will be determined by the class teacher each week and consolidates learning from school*