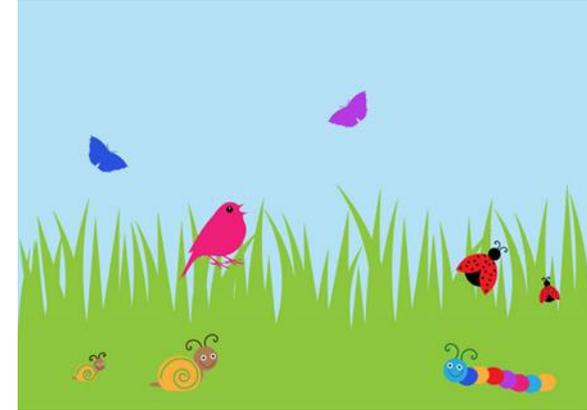




Lyonsdown School
Pride of Place
Year 5 Curriculum Synopsis – Summer Term 2021



Message from Mrs Polak

Dear Parents,

It seems like only yesterday that I was welcoming everyone into Year 5 and now we are beginning our final term together!

It has been a pleasure to see your children grow and mature and rise to the challenges that Year 5 brings – well done everyone. The girls have coped admirably with all the challenges that this unprecedented year has brought.

This will be another busy term and I am hopeful, at the time of writing, that the highlight will be our PGL residential trip. I know the children will have a wonderful time together and benefit hugely from the experience.

As I have previously said many times, “no news is good news”. I will always contact you if there is something important that needs to be discussed, and likewise, please e-mail me or telephone the school office if there is anything of concern. As I am sure you are all aware, you will receive a detailed report at the end of the academic year.

A few reminders: -

- *Please make sure that all your daughter’s possessions are clearly labelled.*
- *At the time of writing this, the school will continue to provide all stationery equipment needed.*
- *I am always happy to receive e-mails if you have any concerns or queries.*
- *If you know in advance that your daughter will be away, please write to request permission for that absence to Mrs Stanton-Tonner. If it is for an appointment or only a small section of the day, please write to me.*

Kind regards

Mrs Polak

ENGLISH – Mrs Hall

As the 11+ exam season begins, specific work involving verbal reasoning, comprehension and writing using past papers and other exercises will occur, together with follow-up discussion and analysis.

Reading

We will continue our class reader- *Holes*, where some of the work will include considering Louis Sachar's use of language and its effect on the reader. The girls will make predictions based on implied and stated information and, through discussion, generate questions, refine their thinking and share their views and preferences. Additional reading comprehension work will be through using past exam papers, where I will be teaching the girls how to gain maximum marks through understanding the mark scheme.

Writing

Transcription:

Weekly spellings are set,

Handwriting: The girls will have opportunities to hone their handwriting skills periodically and to further develop their own neat, individual joined style, transferring this to all of their written work.

Composition: The girls will develop their ability to plan, compose and structure their writing in a range of narrative forms and for a variety of audiences. Writing this term will include describing settings using powerful and poetic vocabulary, comparing and contrasting two characters from a book. The girls will consider vocabulary choices, word and clause order and various sentence types. They will be helped to evaluate, edit, improve and proof-read their work before publishing it.

Vocabulary, grammar and punctuation: Pupils have a weekly grammar skills lesson.

Specific writing skills relating to exam and test expectations will covered.

Homework will continue to be set on Tuesdays (to be given in on the following Tuesday) and Thursdays (to be given in on a Monday). Some of the homework set will be online through the use of BOFA and ATOM

How parents can support at home

Please hear your daughter read regularly and discuss what has been read, encouraging her to make predictions and refer her views back to the text. Support with learning spellings is also appreciated. This is a busy term in Year 5 and it is important that the girls are well rested and continue to pursue their outside interests to enable rest and relaxation.

MATHS – Mrs Polak

This term, pupils will:

- Read, write, order and compare numbers to at least 1, 000, 000 and up to 3 decimal places and determine the value of each digit and round them to nearest 1,000,000 or 100,000 or 10,000 or 1,000 or 100 or 10. Solve number problems and practical problems that involve all of the above. Complete, read and interpret information in

tables, including timetables. Solve problems involving converting between units of time. Understand and use approximate equivalences between metric and common imperial units such as pints. Solve comparison, sum and difference problems using information presented on graphs.

- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and missing lengths and angles.
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Describe positions on the first quadrant of a coordinate grid. Plot specified points and complete shapes. 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.
- Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Multiply and divide numbers up to 4 digits by a two-digit number using the formal written method of long multiplication and division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Solve number problems and practical problems that involve all of the above.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure (for example, mass, capacity and volume) using decimal notation, including scaling.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water).

There will be regular practise papers for those girls sitting papers in early September as well as an assessment paper for all children and NVR practice.

Pupils will participate in:

- Weekly mental maths test and problem solving. Regular use of Bofa and Atom Learning.

Homework is set on Monday, due Tuesday and Wednesday, due Thursday.

How parents can support at home

Encourage your daughter to use her mathematical skills in a variety of practical ways such as cooking, which uses ratio and proportion and measurement skills. Real life experience with money and problem solving is always helpful. Reinforce strategies and methods taught in the classroom, instructions for which are available on the School Calculation Policy. Continue practise of times tables and related division facts.

SCIENCE – Mrs Murphie

Children will be learning about ‘Materials’ and ‘types of Change’

They will:

Demonstrate that dissolving, mixing and changes of state are reversible changes and learn how mixtures can be separated.

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Homework:

Set on Wednesdays and due the following Monday.

How parents can support at home:

Ask your daughter about the science lessons and encourage her to explain what she has been doing. This will enhance her own understanding. I will be sending some practical activities, which can be done in the kitchen at home for homework, You could encourage, get involved and extend. Don't forget to take a digital picture of any outcomes and send them in to me.

HISTORY – Mrs Polak

Pupils will study the Victorian period through various themes including child labour; life at school; the contrast between the lives of the rich and the poor; Victorian fashion, inventions and well-known figures including Queen Victoria and her family.

Through this, pupils will further hone their skills at historical enquiry, considering how to frame questions so that specific pathways of inquiry are followed, leading to evidenced based analysis and conclusions using primary and secondary sources in a variety of forms. The opportunity and ability to compare and contrast features of Victorian life to life in Britain today, will also be encouraged.

Homework will be set on Friday, due in on Monday.

How parents can support at home: Discussion of what children are learning about in school. Visits to art galleries and libraries to further enhance what has been taught in school and discussions of important Victorian inventions and how they have changed how we live today.

GEOGRAPHY – Mrs Windsor

Unit 1 The essential element for life: Water

Pupils will learn about the water cycle on our planet and then go on to consider how water is used, in domestic and other settings; where water is found; how water is made safe to drink and how it is supplied to consumers.

They will also consider the consequences to all life and systems on Earth from a lack of water, considering water as a precious resource and why its conservation and careful management should be a concern for us all.

Unit 2 Arteries of the planet: Rivers

Pupils will learn about the features and stages in the course of a river: from source to mouth. They will consider how the land is shaped and formed by rivers and river systems and name and locate major world rivers and river systems.

Homework on Friday, due on Monday.

How parents can support at home: Be aware of how water is used in your home and garden. Can it be used more thoughtfully? Learn the names of key rivers of the UK.

RE – Mrs Windsor

Learning about religion: The Christian Bible: “Psalms, Parables and Proverbs”

We will continue our “Journey through the Bible” by focusing on the Books of Proverbs and Psalms, with particular reference to psalm 23: *The Lord is my Shepherd*. We will then turn to The New Testament and the parables of Jesus. What is a parable? How did Jesus use them to teach? What are the messages contained in the Parable of The Good Samaritan and The Parable of The Sower?

Homework may be set periodically

How parents can support at home: Discuss how the teachings of Jesus – and other religious figures, can have relevance in our lives today

PSHCE – Mrs Polak

This term the children will learn: This term the children will learn:

- The physical changes which take place at puberty, why they happen and how to manage them

- How the media, family and friends can influence their view of their body
- About new aspects of personal hygiene relevant to puberty
- about personal boundaries and body language
- about good and bad secrets
- to recognise and deal with peer group pressure
- to recognise the diversity of family patterns
- strategies to manage some of the pressures on relationships
- how to access support from people in their special network and beyond
- safety issues when cycling
- ways to stay safe in the sun
- strategies to stay safe when they have encountered risk

Homework may be set periodically

How parents can support at home:

Talk about peer pressure, ensure that your daughter knows and follows safe practice when cycling and the changes that are happening or will be happening to their bodies.

ART and DT – Mrs Cowie

ART

When the girls have finished painting their Clarice Cliff plate designs, the next project will be based on the work of American artist, Georgia O'Keefe. Pupils will investigate her landscape and flower paintings, then complete a unit of work focused on observational drawings of natural forms such as flowers and fruit. They will then create some 2D mixed media artwork in O'Keefe's distinctive style.

After half term, pupils will experiment with different printing techniques. They will also use clay to create a colourful sculpture inspired by the work Georgia O'Keefe.

How Parents can Support at Home:

Visit an art gallery to compare traditional and modern art styles.

Practise drawing close up pictures of fruit and flowers at home.

Homework may be set periodically

DT

This term, the girls will be investigating cam mechanisms. They will discuss and investigate cam movement and discover how different cam shapes cause different movement. Pupils will design and make a child's toy which will rise and fall and learn how to test and make adjustments to mechanisms when necessary; cut and join a variety of materials and evaluate their work.

How Parents can Support at Home:

Discover what everyday objects involve the use of cam mechanisms.

A visit to the Design Museum in London (actual or online) would be highly beneficial.

Homework may be set periodically

MUSIC – Mrs Roberts

We will be further exploring all the musical elements of pitch, rhythm, dynamics, speed, structure, melody, and tonality (whether the music is major or minor). We will be learning to recognize the common and more advanced musical symbols that represent the above in printed music and how they affect a piece. We will be learning about the Opera and how it is all put together. Part of our studies will be to learn parts of the opera 'Hansel and Gretel' and this will be our focus for the term. We will explore the Overture in more depth and pupils will be involved in whole class vocal and practical activities using tuned and untuned percussion instruments. Pupils will have opportunities to perform independently and in small groups. Part of our musical study will focus on songs for the Upper School production.

We will explore the elements through a variety of activities both aural and practical and pupils will develop their understanding of the concepts of musical notation through singing and composition exercises using mini whiteboards with musical staves.

How parents can support at home:

At home, you can support what your child is learning at school by singing these songs with them and have fun doing the actions which your child can teach you! You can tune into Classic FM and chat to your child about the music she can hear. Ask her if the sounds are high or low and what instruments she can hear. Ask her to clap the beat of the music and talk about whether the music is fast or slow, whether it stays the same speed all the time and is the music loud or soft! Ask your daughter if the sounds she can hear are smooth or detached and whether the music slows down, speeds up or stays the same speed all the way through.

Homework may be set periodically

COMPUTING – Mrs Stanton-Tonner

This term work will include:

- Practising and extending all mouse and keyboard skills, including touch typing.
- Continuing to learn how to use technology safely, respectfully and responsibly.
- Handling information – introducing spreadsheets. Using a table to enter data/numbers and to use the data to calculate totals. Exploring how changes in price can affect total cost.
- Controlling devices – using the simulation adventure game ‘Gomez Returns’ to make decisions and to monitor a range of variables including light, temperature, speed and weather conditions.
- Work linked with class projects and curriculum.

Homework may be set periodically.

How parents can support at home:

Continuing to encourage the use of technology both safely and respectfully, recognising acceptable/unacceptable behaviour, and identifying a range of ways to report concerns about content and contact. Be aware of any social interaction sites used and discuss safety and acceptable communication. There are many useful websites to help to inform parents e.g. <https://www.internetmatters.org/>.

- Coding: <https://studio.code.org/s/coursed> and other free websites are available for children to try coding games and it is good for them to see it in different forms. Games are also available for iPads and other tablets.
- Continue to develop reasoning and computational thinking skills in any real life situations or other curriculum area as opportunities present themselves. As in Computer Science, using decomposition or abstraction when thinking through the logical steps required to best complete a Maths or Geography task.
- Regular use of technology using a keyboard and a mouse can help to keep mouse, keyboard and word processing skills at a good level. By Year 5, most girls should have a good accurate typing ability and be continuing to improve their touch typing.

PE – Miss Doyle

We have a very busy and exciting term ahead of us in the PE department. Please find below an overview of the different activities that your daughter will be involved in.

In PE and Games, all Upper School pupils will be developing their skills in athletics, rounders and tennis. Athletics lessons will cover the skills, knowledge and understanding required to take part in both track and field events. We will also be working on pupil fitness which will include improving pupil endurance and long distance running techniques.

In rounders, lessons will focus on improving pupil's batting, throwing, ground fielding, bowling, catching and running skills. These will be applied in adapted games and we will be further developing pupil knowledge and understanding of the rules in rounders matches.

We are thrilled to be using the facilities at the Barnet Tennis Club and we will be assisted by qualified LTA coaches John Hall and Douglas Morley. Skills which will be covered will be the six basic strokes and applying these within singles and doubles matches.

All Upper School pupils will be learning a dance routine which they will perform in the Summer Production later this term.

How parents can support at home:

In order for your daughter to feel comfortable and to allow her to fully participate, it is essential that all children have their full, correct kit including their tracksuit. For hygiene reasons can your daughter please be provided with a pair of white socks which she wears solely for her PE lessons (not her school socks).

For health and safety reasons, all earrings must be removed or covered with tape prior to taking part in a PE lesson. I would encourage your daughter to not wear earrings on the day of a PE lesson.

Spanish– Madame Walker

This term, we will learn about:

- School, subjects, timetables. Children will learn how to talk about their school and the subjects they prefer. They will also be able to talk about their timetable and what they are doing at school.
- Hobbies, Children will learn about hobbies.
- Friends, Children will learn to speak about their friends.
- Animals; Children will learn to describe animals.
- Holidays, Children will learn to say where they are going on holiday.

How parents can support at home:

Encourage your child to be culturally aware and engaged with Spanish news. BBC has very good Spanish activities and games.



Year 5 Homework Schedule



Day Given	Subject	Due by
Monday	Maths	Tuesday
Tuesday	English	Following Tuesday
Wednesday	Maths	Thursday
	Science	Monday
Thursday	English	Monday
Friday	History	Monday
Friday	Geography	Monday

The

homework task will be explained to pupils in the lesson and again on the subject channel of their class' TEAM.

Homework is to be completed in books (unless stated otherwise.)

All other subjects may set homework periodically.