

English

Term: Summer

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

Fiction Year 5 Term 3	Reading Comprehension	Grammar	Punctuation	Writing Comprehension
<p>Unit 9 The Caribbean Anansi</p> <p>Range: novels, stories and poems from a variety of cultures and traditions.</p>	<p>2 - to identify the point of view from which a story is told and how this affects the reader's response; 3 - to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective; 4 - to read, rehearse and modify performance of poetry;</p>	<p>3 - to search for, identify and classify a range of prepositions; <i>back, up, down, across, through, on, etc.</i>; experiment with substituting different prepositions and their effect on meaning. Understand and use the term <i>preposition</i>;</p>	<p>4 - to use punctuation marks accurately in complex sentences;</p>	<p>7 - to write from another character's point of view, e.g. retelling an incident in letter form; 11 - to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.</p>
<p>Unit 10 Our Planet How the Earth Began</p> <p>Range: novels, stories and poems from a variety of cultures and traditions.</p>	<p>1 - to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: Identify these features by reference to the text; Consider and evaluate these features in relation to their own experience;</p>	<p>2 - to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;</p>	<p>6 - to investigate clauses through: Investigating sentences which contain more than one clause;</p>	<p>10 - to write discursively about a novel or story, e.g. to describe, explain or comment on it.</p>
<p>Unit 11 Strange Stories The Giant of Grabbist</p> <p>Range: novels, stories and poems from a variety of cultures and traditions.</p>	<p>1 - to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: Identify these features by reference to the text; Consider and evaluate these features in relation to their own experience; 2/3 - to identify & change the point of view from which a story is told and how this affects the reader's response</p>	<p>1 - to secure the basic conventions of standard English: agreement between nouns and verbs; consistency of tense and subject; avoidance of double negatives; avoidance of non-standard dialect words;</p>	<p>7 - to use connectives to link clauses within sentences and to link sentences in longer texts;</p>	<p>9 - to write in the style of the author, e.g. writing on to complete a section, resolve a conflict, writing additional dialogue, new chapter.</p>
<p>Unit 12 Mythical Creatures Poems About Strange Beasts</p> <p>Range: fiction and poetry; ...choral and performance poetry</p>	<p>4 - to read, rehearse and modify performance of poetry; 5 - to select poetry, justify their choices, e.g. in compiling a class anthology;</p>	<p><i>To revise work on the main parts of speech;</i></p>	<p>5 - to revise use of apostrophes for possession (from Year 4 term1);</p>	<p>11 - to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.</p>

Non-fiction Year 5 Term 3	Reading Comprehension	Grammar	Punctuation	Writing Comprehension
<p>Unit 9 The Caribbean Jamaica</p> <p>Range: persuasive writing to put or argue a point of view.</p>	<p>13 - to read other examples (of persuasive writing) ... Compare writing, which informs and persuades considering, e.g. The deliberate use of ambiguity, half truth, bias; How opinion can be disguised to seem like fact; 14 - to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information; 16 - note-making: to fillet passages for relevant information and present ideas, which are effectively grouped and linked;</p>	<p>3 - to search for, identify and classify a range of prepositions; <i>back, up, down, across, through, on, etc.</i>; experiment with substituting different prepositions and their effect on meaning. Understand and use the term <i>preposition</i>;</p>	<p><i>To use commas between related adjectives;</i></p>	<p>17 - to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest, to edit and present to finished state.</p>
<p>Unit 10 Our Planet Rainforests in Danger</p> <p>Range: persuasive writing to put or argue a point of view; letters, commentaries, leaflets to persuade. Criticise, protest, support, object complain.</p>	<p>14 - to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information; 16 - note-making: to fillet passages for relevant information and present ideas, which are effectively grouped and linked;</p>	<p>2 - to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;</p>	<p>6 - to investigate clauses through: Identifying the main clause in a long sentence; Investigating sentences which contain more than one clause; Understanding how clauses are connected (e.g. by combining three short sentences into one)</p>	<p>17 - to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest, to edit and present to finished state; 19 - to construct an argument in note form or full text to persuade others of a point of view and: Present the case to the class or group; Evaluate its effectiveness.</p>
<p>Unit 11 Strange Stories The Loch Ness Monster</p> <p>Range: persuasive writing to put or argue a point of view; letters, commentaries, leaflets to persuade. Criticise, protest, support, object complain.</p>	<p>13 - to read other examples, e.g. articles ... Compare writing which informs and persuades, considering, e.g. The deliberate use of bias;</p>	<p>1 - to secure the basic conventions of standard English;</p>	<p>5 - revise use of apostrophes for possession (from Y4 term 1);</p>	<p>18 -to write a commentary on an issue on paper or screen, (e.g. as a news editorial leaflet) setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points.</p>
<p>Unit 12 Mythical Creatures Advertising</p> <p>Range: Persuasive writing to put or argue a point of view; letters, commentaries, leaflets to persuade.</p>	<p>13 - to read other examples, e.g. ... adverts ... Compare writing, which informs and persuades, considering, e.g. the deliberate use of ambiguity, half-truths, bias; how opinion can be disguised to seem like fact; 14 - to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;</p>	<p>1 - to secure the basic conventions of standard English;</p>	<p>5 - revise use of apostrophes for possession (from Y4 term 1);</p>	<p><i>To write advertisements</i></p>

Maths

Term: Summer

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

Topic	Learning Outcomes
Numbers and the Number System	Place value, ordering and rounding Multiply and divide any positive integer up to 10000 by 10 or 100 and understand the effect Order a given set of positive and negative integers Properties of numbers and number sequences Fractions, decimals and percentages, ratio and proportion Relate fractions to division Use decimal notation for tenths and hundredths. Round a number with one or two decimal places to the nearest integer. Relate fractions to their decimal representations
Calculations	Rapid recall of addition and subtraction facts Mental calculation strategies (+ and -) Calculate mentally a difference such as 8006 - 2993. Pencil and paper procedures (+ and -) Extend written methods to: column addition/subtraction of two integers less than 10000; Understanding multiplication and division Rapid recall of multiplication and division facts Know by heart all multiplication facts up to 10×10 . Mental calculation strategies (\times and \div) Pencil and paper procedures (\times and \div) Extend written methods to: short multiplication of HTU by U Long multiplication of TU by TU; short division of HTU by U
Solving Problems	Making decisions Reasoning and generalising about numbers or shapes Problems involving 'real life', money and measures Use all four operations to solve simple word problems involving numbers and quantities (including time) Explain methods and reasoning
Shape, Space and Measures	Understand area measured in square centimetres (cm ²). Understand and use the formula in words 'Length \times breadth' for the area of a rectangle. Shape and space Recognise properties of rectangles. Recognise perpendicular and parallel lines.
Handling Data	Organising and interpreting data

How will my child be assessed this term?

Homework is an integral part of ongoing assessment. Please refer to your child's timetable for the days when homework is given. In addition to this, your son/daughter will also be assessed by weekly mental maths tests and end of unit assessments. Class participation is also necessary.

How can I help my child in this subject?

Ensuring that your child is well-equipped to school is paramount and avoids wasting valuable time in class. A pencil, sharpener, eraser, ruler and protractor are essential. Revising with your child his/her times tables will help him/her greatly.

Who do I contact if I have concerns about my child's progress in this subject?

Please feel free to contact me after school.

Science

Term: Summer

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

This term Year 5 will be covering two units (one per half-term) which covers the scope of Physics in Year 5's curriculum

Unit 5E Earth, Sun & Moon	<p>In this unit children learn about the shapes and relative sizes of the Earth, Sun and Moon. Using models they learn how the three bodies move relative to each other and how these movements relate to night and day.</p> <p>Experimental and investigative work in this unit focuses on: making observations and recognising patterns in first hand and secondary data representing data in graphs.</p> <p>Work in this unit offers opportunities for children to relate scientific knowledge and understanding to familiar phenomena eg day length, year length and to consider scientific evidence about the Earth, Sun and Moon.</p>
Unit 5F Changing Sounds	<p>Through this unit children learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.</p> <p>Experimental and investigative work focuses on: turning ideas into a form that can be investigated and making predictions deciding whether the evidence is sufficient to support the prediction.</p> <p>Work in this unit also offers opportunities for children to use scientific knowledge and understanding about sound to explain familiar phenomena.</p>

How will my child be assessed this term?

Homework is an integral part of ongoing assessment. Please refer to your child's timetable for the days when homework is given. An end of unit assessment will also be given

How can I help my child in this subject?

Some students struggle trying to learn science terminology or can get confused. There are a plethora of science-related games and activities online, eg BBC Bitesize, that will engage your child and help them to remember the correct terminology.

Who do I contact if I have concerns about my child's progress in this subject?

Please feel free to contact me after school.

History

Term: Summer

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

QCA Unit 15:

How do we use ancient Greek ideas today?

In unit 15 children use their own experience, particularly of being at school, as a springboard to find out about the influence that the ancient Greeks continue to have on our lives. Children use a wide range of sources, including archaeology, to find out about the ancient Greeks and compare a past society with society today.

Second Half:

QCA Unit 20: What can we learn about recent history by studying the life of a famous person?

Famous Person: Abdullah Quilliam - the first British Muslim

In this unit Year 5 will be learning about Abdullah Quilliam - the Victorian solicitor who became the first recognised British Convert/Revert to Islam at a time when the British Empire was ruling over Muslims all over the world. Consequently this unit will include British Empire & Immigration too.

How will my child be assessed this term?

Your son/daughter will also be assessed by an end of unit project. Class participation is also necessary. Homework is not given religiously, but usually research tasks are given periodically for them to do at home

How can I help my child in this subject?

It could help if you could watch relevant documentaries and/or movies which are based on Ancient Greece with your child.

Who do I contact if I have concerns about my child's progress in this subject?

Please feel free to contact me after school.

Geography

Term: Summer

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

A Contrasting locality overseas: Western Sahara

It is intended as an introduction to looking at a distant locality and therefore uses selected information for the children to work with. They will look at a village in Southern Morocco and learn about the nomadic/ bedouin lifestyle, drawing parallels between lifestyles, climates, terrain etc

Unit 24: Passport to the World:

Just before they go on their Summer Holidays, this unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that children learn about places, where the places are and how they are connected. Some of the activities may be suitable as homework tasks.

The children will be given a "passport" in which they'll record the places they "visit" virtually.

How will my child be assessed this term?

Your son/daughter will also be assessed by an end of unit project. Class participation is also necessary. Homework is not given religiously, but usually research tasks are given periodically for them to do at home

Who do I contact if I have concerns about my child's progress in this subject?

Please feel free to contact me after school.

Arabic

Term: Summer

Year: 5

Teacher: Mrs Fareeha Hassan

What will we be covering this term?

1st Half Term: Students will be studying Arabic from the book madina Arabic reader. In this half term we will be covering lesson 6 and 7. We will cover new target language associated with this chapter then cover exercises designed to improve students listening, reading and writing skills. They will also study prepositions.

2nd Half Term: In this half term we will study lesson 8 and 9. The chapters will introduce new target language for the students to be able to converse about the particular situation. There are additional exercises for students to improve their pronunciation and handwriting. The grammar component will also be continued in this term.

How will my child be assessed this term?

Pupils will be assessed using a combination of classroom participation, homework, class tests and end of term exams.

How can I help my child in this subject?

Keeping in mind that most parents will not have the ability to offer extensive help to their children in this particular subject, it is imperative that you insure that they complete the work they are set for homework. Please try to ensure your child memorises all the vocabulary given and revises it on a regular basis.

Who do I contact if I have concerns about my child's progress in this subject?

Please feel free to contact me at the school from 9.00-13:00 if you have any questions or concerns. Alternatively, leave a note in your child's homework diary and I will try to give you a written response on the same day.