



## St. Monica's Catholic Primary School

### H.A.S.T (Home and School Together)



As part of our home-school links, we aim to keep you fully informed of the curriculum being studied by your children.  
This term Year 5 will be studying the topics listed in the overview below.

Year 5 - Term 3.2	
<b>R.E.</b>	<b>Freedom and Responsibility</b> To know and understand that freedom involves responsibility and that God's commandments are his rules for living freely and responsibly
<b>English: Reading</b>	<b>Focus text:</b> African Tales: A Barefoot Collection by Gcina Mhlophe <b>Genre:</b> Fiction - stories from other cultures  Pupils will: <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied (2e)</li> <li>• Explaining meaning of words in context (2a)</li> <li>• Retrieve and record information (2b)</li> <li>• Ask questions to improve understanding Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)</li> <li>• Evaluate the author's language choice, including figurative language (2g)</li> </ul> <b>Pupil Reads:</b> Reading is delivered through daily reading sessions with a clear focus. Dedicated reading time is given to specific genres and key skills. Children have the opportunity to read a variety of fiction and non-fiction using a combination of 'reading for pleasure' books and levelled reading scheme books; both are used to promote fluency and enjoyment.
<b>English: Writing</b>	<b>Focus text:</b> Radiant Child The Story of Young Artist Jean-Michel Basquiat  <b>Genre:</b> Information - Pupils will write an information text about Jean-Michel Basquiat suitable for an art gallery  <b>Poetry focus:</b> Animals of Africa Outcome: Poem using puns and wordplay
<b>English: SPAG</b>	Grammar and Punctuation Children will study: <ul style="list-style-type: none"> <li>• Determiners</li> <li>• Organising paragraphs around a theme and building cohesion within paragraphs</li> <li>• Modal verbs to indicate levels of possibility</li> <li>• Choosing appropriate register (tone of formality)</li> <li>• Enhancing meaning through selecting appropriate vocabulary</li> </ul> Spelling: Children will study and revise the following rules: <ul style="list-style-type: none"> <li>• Words with the /i:/ sound spelt ei after c</li> <li>• Words containing the letter-string ough</li> <li>• Words with 'silent' letters</li> </ul>
<b>Maths</b>	<b>Number:</b> Decimals and percentages <b>Shape and Space:</b> Area <b>Negative numbers:</b> Comparing, ordering, adding and subtracting
<b>Science</b>	<b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.  <b>Animals Including Humans</b> Describe the changes as humans develop to old age
<b>P.E.</b>	<b>Striking &amp; Fielding:</b> Cricket Striking: Explore defensive and driving hitting techniques and directional batting. Fielding: Develop over and underarm bowling techniques. Select and apply long and short barriers appropriate to the situation. Throwing: Demonstrate clear technique when using a variety of throws under pressure. Catching: Explore catching skills (close/deep and wicketkeeping) and apply these with some consistency in game situations.  <b>Athletics:</b> Running: Apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: Develop power, control and consistency in jumping for distance. Explore technique and rhythm in the triple jump. Throwing: Develop technique and power in the javelin and shot put.
<b>Design and Technology</b>	<b>Bridges</b> To explore ways in which bridges can be strengthened. To develop a criteria and ensign a prototype bridge built for a purpose.
<b>Computing</b>	<b>Databases</b> This unit looks at how a flat-file database can be used to organise data in records. Children will use tools within a database to order and answer questions about the data. They will create graphs and charts from their data to help solve problems. They will then use a real-life database to answer a question, and present their work to others.
<b>Geography</b>	<b>Comparing National Parks</b> To understand geographical similarities and differences through the study of human and physical geography of the Lake District and Yosemite National Park, North America
<b>RSHE</b>	<b>A Journey in Love</b> Social and emotional: To show knowledge and understanding of emotional relationship changes as we grow and develop. Physical: To show knowledge and understanding of the physical changes in puberty. Spiritual: To celebrate the joy of growing physically and spiritually.

British values Covered: Individual Liberty Mutual Respect Tolerance for different faiths and beliefs.

## Homework

**English:** Homework (one comprehension, two grammar sheets) and spelling test: Tuesday

**Maths:** To be brought in on Tuesday, Wednesday, Thursday, Friday - New Wave Maths - one strip each night

**Reading:** Daily reading to be completed at home and reading record to be signed by an adult weekly