Year 5

Term 1 Newsletter

Welcome to Year 5!

Fr

From all of us in the Year 5 team, a very warm welcome to the start of a new academic year. We hope you have all enjoyed a wonderful summer break and are feeling excited about the year ahead.

Year 5 is a wonderful stage of the children's journey through primary school, and we are looking forward to supporting them as they grow in confidence, independence and responsibility throughout the year.

We value the partnership between home and school and look forward to working closely with you and your child. If you have any questions or concerns, please do not hesitate to get in touch with your child's class teacher.

Mr Hunter (Hawks) Mrs Lewis and Mrs Forder (Owls) Mrs Williams (Ravens)

What will we be learning this term?

We have a fantastic year of learning ahead, with plenty of engaging opportunities for the children to immerse themselves in. In Term 1, we will begin by exploring Ancient Greece in History and Earth and Space in Science. These fascinating topics will encourage the children to think deeply, ask questions and make links between the past and the world around them today.

Critical Question: In what ways have the Ancient Greeks influenced our lives today?

Term 1 Curriculum Overview

History

In History, we will be exploring the critical question “In what ways have the Ancient Greeks influenced our lives?”. We will be travelling back in time to explore the fascinating world of Ancient Greece. They will learn about daily life, mythology and the achievements of the Ancient Greeks, while also discovering how their ideas continue to influence our lives today.
To bring our learning to life, we will be taking part in an Ancient Greek workshop, giving the children the opportunity to immerse themselves in the sights, sounds and experiences of the time. This hands-on experience will help deepen their understanding and make the topic even more memorable.

Links with home, near and far:

We are very lucky to have interesting links with Ancient Greece and our science topic of Earth and Space in both our ‘home’ and ‘near’ areas. In order to support your child with exploring this term’s topic, you may like to visit the following locations:

- The British Museum, London
- Science Museum, London
- Royal Museums, Greenwich

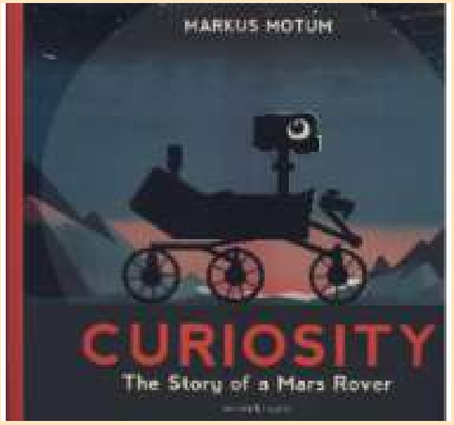


Term 5 Curriculum Overview

English

This term, we will be linking our English lessons to the book ‘Curiosity’ written by Markus Motum. This book explores the story of a Mars Rover and the importance it has had on space exploration.

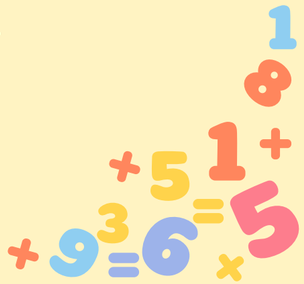
We also link our Space topic and Black History month by exploring the book ‘Hidden Figures’ by Margot Lee Shetterly.



Maths

In Maths this term, we will be deepening the children’s understanding of place value which includes numbers up to 1 million, rounding and comparing and ordering numbers.

We will also revisit Roman Numerals. Then we will be exploring formal written methods of addition and subtraction We will also continue to focus on arithmetic skills and times tables to help reinforce and consolidate these important skills. Problem-solving and reasoning activities will also be built into our lessons to challenge and extend the children’s learning.



Science

This term, we will be learning about Earth and Space and will be investigating areas such as the position of Earth and other parts of our solar system, theories from the past about the shape of the Earth (and how we can use modern evidence and simple testing to disprove them), the causes of night, day and the seasons on Earth and how/why shadows change throughout the day.

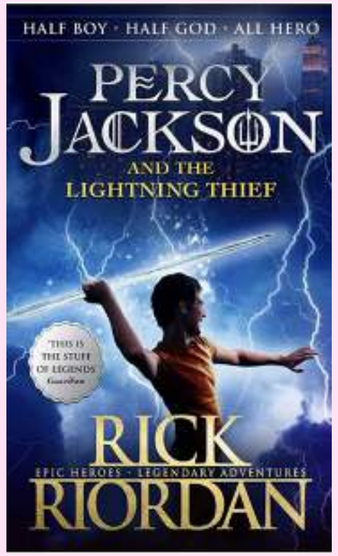
To further develop our understanding, we will explore the solar system in a virtual reality workshop.



Term 5 Curriculum Overview

Reading

In Reading this term, we will continue to develop the children's reading fluency as well as retrieval and inference skills.
We will be using the book 'Percy Jackson and the Lightning Thief throughout our sessions this term.



Computing

Our focus in Computing this term will be 'Quizzing'.

This unit introduces children to the process of designing and creating interactive quizzes.
Through exploring question types, adding creative features, and debugging, children will develop their technical skills and creativity while producing engaging quizzes for others to enjoy.



Art

In art this term, we will be exploring 'Drawing: Depth, emotion and movement.'
Throughout this unit, we will be Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett.



Term 5 Curriculum Overview

RE

This term's key question is 'Why do people have to stand up for what they believe in?'

In this unit we will be examining the idea of religious freedom by exploring historical and modern examples of people who have stood up for their beliefs.



PSHE

In PSHE this term we will be exploring 'Keeping Safe: Peer Pressure.'
During this topic, we will be identifying strategies we can use to keep ourselves and others safe, recognise ways to manage peer pressure and explain potential outcomes that may happen when we take risks.



PE

In PE this term, we will be all be developing gymnastic skills during our indoor PE session.

In addition, Owls and Ravens will be swimming. Hawks will focussing on tag rugby in their outdoor PE sessions.





PE Timetable:

Hawks - Wed & Fri

Owls - Wed & Fri

Ravens - Mon & Wed



Term 1 Curriculum Overview

MFL - Spanish

We are excited to announce that Fairview's focus in Modern Foreign Languages across KS2 will be changing from French to Spanish this year!

We hope the children enjoy the challenge and excitement of exploring this fantastic language during their MFL lessons, which will build progressively across the year and beyond to develop their foundational knowledge and fluency. Further details about what the children will be learning each term will follow in future newsletters.







School Uniform

We do see that, when children are in full school uniform, there is a noticeable impact on maintaining high standards and a strong sense of belonging to our school community — something we are all proud of.

On PPA days, children should come to school dressed in their PE kit, which is suitable for Performing Arts and Forest School. The only exception to this will be during the winter months, when children will need a change of trousers or waterproof trousers for Forest School. There is no need for any additional alternative clothing.

We will also be reminding children that they should wear only one stud in each ear and that hair accessories should be in school colours.





PE Kit

We are happy for subtle sports logos to be worn, but not prominent branding. We will also not permit items such as Nike Pro shorts or very short, hot pant-style shorts, as these are not an appropriate length for school.





Home Learning

Weekly home learning in Year 5 is set on Fridays and is due the following Friday.

We set the following weekly activities:

Reading

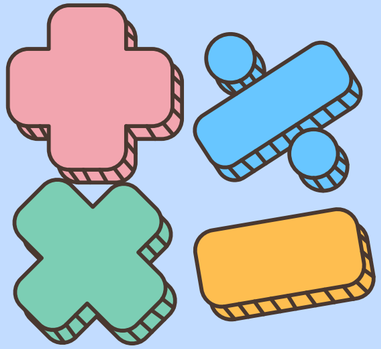
We ask that the children read at least 4 times per week and recorded this in their reading record. Please can we ask that parents/carers sign the reading record each time your child records reading.



Maths

Each week, we will set the children an activity in their CGP Maths Workout Book.

We will go through the activity in class together each Friday to mark and go through any questions.



Spellings

Each week, the children will be set a different group of words to practice on EdShed.

We ask that the children complete a minimum of 4 games each week in order to practice their spellings in preparation for their weekly spelling test each Friday.

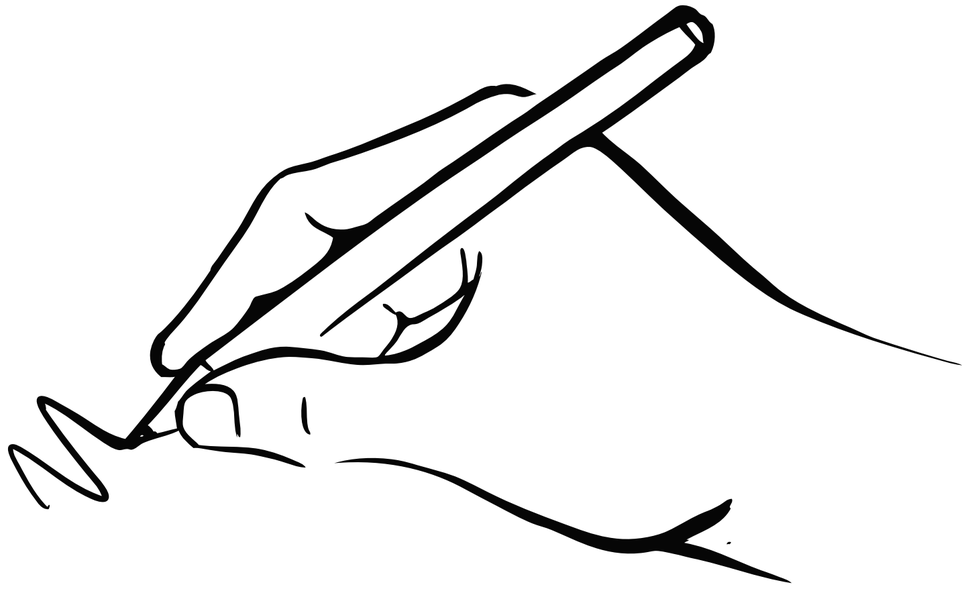
EdShed

Knowledge Organisers

On the following pages, you will find further information about what your child will be learning in the foundation subjects this term.



Art & Design



Main subject*

The central theme or object of an artwork.

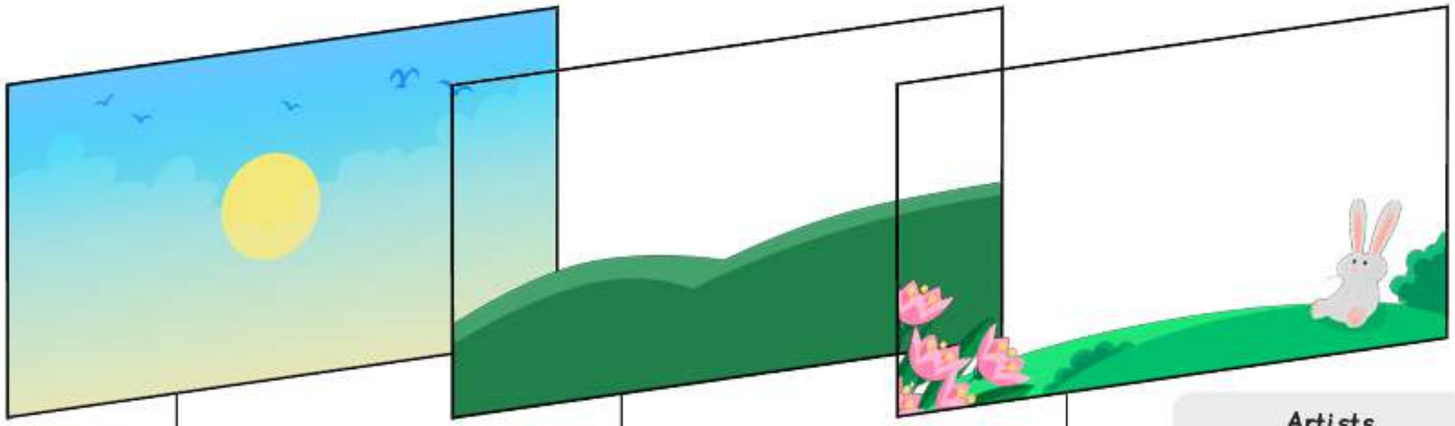




Focal point*

Part of a composition that catches the eye first.

Depth:* The feeling in a picture that some things are closer and others are farther away.



Background*

The area of a picture that looks farthest away, often behind the main subject.

Middle ground*

Part of an artwork positioned between the foreground and background.

Foreground*

The part of a picture that looks closest to the viewer, usually where the main subject is.

Artists

- Jean-Michel.
- Charlie Mackesy.
- Elizabeth Catlett.
- John Muafangejo.

*key vocabulary

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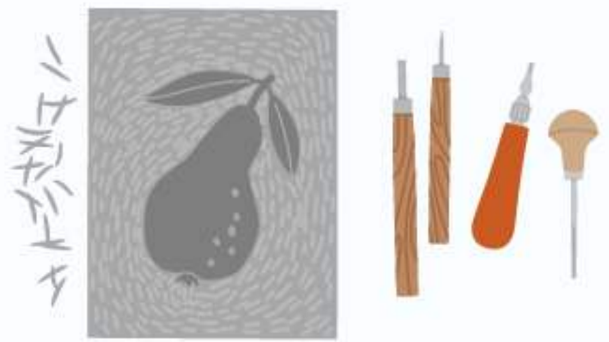
Lino printing

1



Draw a simple design and transfer the design onto the lino with tracing paper or pencil.

2



Use lino cutters to carve away at the parts to stay white.

3



Roll the ink out evenly using a brayer and apply it to the lino block.

4



Press a paper onto the lino and rub the back evenly, then carefully peel off the paper and let the print dry completely.

PSHE



Year Intent

In Year 5, children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others.

Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to deepen their understanding.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Caring friendships

Ask me a question!

How could you help someone who is feeling pressured to do something?

Who could you talk to if you felt pressured to do something?

What is peer pressure?

Knowledge & Skills Progression

Peer Pressure - *Pupils should...*

- identify strategies we can use to keep ourselves and others safe
- understand ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about how to stay safe and ask for help
- identify key ideas and strategies shared by others that help people manage risks and stay safe
- reflect on and build their own understanding of safety using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe

I will learn the following new words/phrases:

I now know...

Peer Pressure	When a friend or someone you know influences you to do something you do not feel comfortable with.
Encourage	To give hope, confidence, or support to someone.
Risk	The possibility that something unpleasant or dangerous will happen.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Support network	The people in your life that help you achieve your personal and professional goals.



Science



Knowledge Organiser: Earth and Space – Year 5

Careers connected to Earth and Space: Astronomer, Astronaut, Astrophysicist, Astro engineering

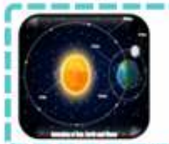
Lesson Sequence



1. Explore the solar system and its planets.



2. Understand the heliocentric model of the solar system.



3. Explain Earth's movement in space.



4. Explain the Earth's rotation and night and day.



5. Explain the movement of the Moon.



6. Design a planet using knowledge gained.

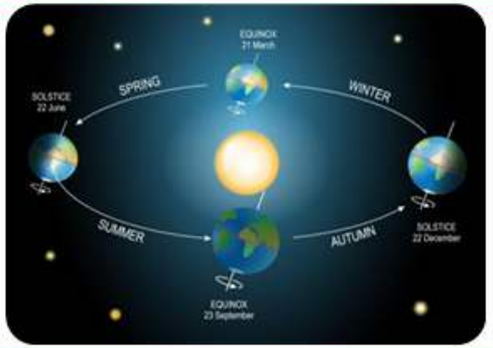
The Solar System



Mercury
Venus
Earth
Mars
Jupiter
Saturn
Uranus
Neptune

Copernicus developed the heliocentric theory that the sun was at the centre of the solar system. The planets orbit the sun in a circular pattern. Each planet has its own characteristics and features. The four inner planets are the rocky terrestrial planets. The four outer planets are the gas giants.

Moon Phases



The moon orbits Earth in an oval pattern whilst spinning on its axis. The sun illuminates the Moon. The shadow of the Earth creates the moon's phases.

Earth's movement

The Earth spins on its axis and completes a full rotation every 24 hours. The Earth is constantly rotating and orbiting the Sun - which takes 365 days. As the Earth rotates, it faces towards and away from the Sun. This creates the day and night cycle.

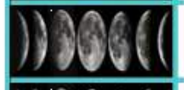
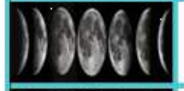
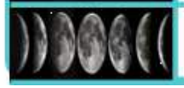


Interplay of Sun, Earth and Moon

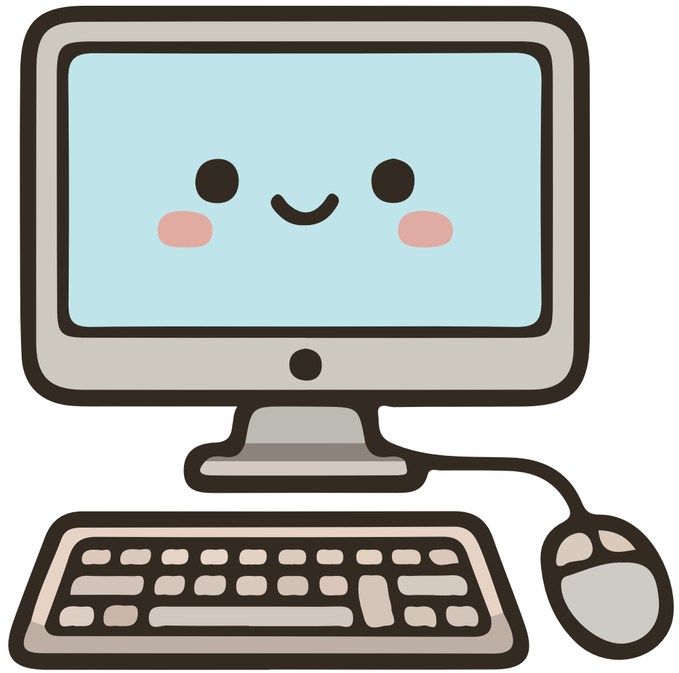
The Sun

The Sun is a burning ball of gas which appears to move across the sky during the day. However, this movement is actually due to the Earth's orbit around the sun.

Unit Rocket Words: **Earth and Space**

	Rocket Words	
	heliocentric	The modern model of the solar system, which places the Sun at the centre
	geocentric	The old solar system model, which thought the Earth was at the centre.
	solar system	The name for the Sun and all planets and objects that orbit it.
	astronomy	The study of space, planets and the universe as a whole.
	terrestrial planet	The name given to the four inner rocky planets - Mercury, Venus, Earth and Mars.
	gas giants	The name given to the four outer planets - Jupiter, Saturn, Uranus and Neptune.
	axis	The (imaginary) line which a planet rotates around and tilts on.
	orbit	The path of a celestial object around another, such as Moon around the Earth.
	moon	A body which orbits a planet; also called a natural satellite.
	phase	The appearance of a Moon or planet, according to the amount of illumination.
	waxing	the name given to Moon phases when the Moon is becoming brighter
	waning	the name given to Moon phases when the Moon is becoming darker

Computing



Purple Mash Computing Scheme: Knowledge Organiser

Year 5 Quizzing

Key Learning

- To explore different types of quizzes and identify their features, strengths, and weaknesses.
- To explore the features of 2Quiz and experiment with creating quiz questions.
- To explore additional features of quizzes, such as title screens and content pages.
- To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.
- To be able to refine, test and share completed quizzes.

Key Resources

2Quiz

Key Vocabulary

Quiz
A set of questions designed to test knowledge or understanding.

Interactive
Allowing active participation or engagement.

Features
A feature of something is an interesting or important part or characteristic of it.

Simple
Something that tends to be easily understood or done.

Advanced
A level that is beyond the basic, requiring a higher level of skill, knowledge, or understanding.

Debug
To identify and fix errors in a program or application.

Year 5 Quizzing

Key Images



Question Types



Content Screens



Introduction/Title Page

Settings

Help Videos

Key Questions

What are the key features that make a quiz engaging and effective?

A quiz is engaging and effective when it includes clear and varied question types, a logical layout, appropriate feedback for answers, and additional features like a title screen and content pages. These features ensure a quiz is fun, informative, and easy to follow.

How does adding content screens improve a quiz for users?

These pages can be used to split your quiz into sections, give additional information, play a video, draw attention to a particular image or even encourage users to have a quick break. They are added in the same way that you would add a quiz question and are a quick and easy way to enhance your quiz even further.

Why is debugging important when creating a quiz?

Debugging is essential to identify and fix errors in a quiz, ensuring it works as intended. It helps improve the quality of the quiz by making it functional, user-friendly, and free of mistakes that could confuse or even frustrate users.

Religion & World Views



R&W - Why do people have to stand up for what they believe in?

atheist	A person who does not believe there is a god or gods.	**religious freedom**	The freedom to choose, change and practise beliefs.
discrimination	Treating someone unfairly or differently because of who they are (including religion, age, or gender).	**stereotype**	A fixed idea about a group of people that is often not true.
martyr	Someone who accepts suffering or even death for their religious beliefs.	**tolerance**	Willingness to accept or respect different beliefs, practices, or opinions, even if you disagree with them.
prejudice	Judging someone or something before knowing them well, often leading to unfair treatment.		



Credit: Keith Corrigan / Alamy Stock Photo

Guy Fawkes lived during a time when it was illegal in England to practise Christianity in a certain way. People had to follow the beliefs and practices of the monarch or face punishment. King James was a Christian **Protestant** whereas Guy Fawkes was a Christian **Catholic**: the **divine right of kings** was the belief that a king or queen had been chosen by God so could make all of the country's decisions



The UK's **protected characteristics** make it against the law to treat people unfairly because of their personal qualities like religion, age, gender and race.



Bandi Chhor Divas is a Sikh celebration which celebrates Guru Hargobind's release from prison and the liberation of 52 other prisoners he rescued who held different beliefs to him.