



# The Curriculum Newsletter

## Year 5



### An Overview of the Topic –

This term, our Year 5 topic is Brazil!

Spanning nine countries in South America, the Amazon is an expansive and incredibly diverse biome home to over 150 species of animal and plant. This term Year 5 are learning about Brazil, it's vibrant history, it's geographical features that cover it's lush terrain and even, the Amazon Rainforest growing within. They will explore and identify it's remarkable landscapes where history is hidden within it's walls.

The pupils will be Brazilian experts as they delve deeper into the life of a true Brazilian. They will even design and make a Brazilian inspired burger using exotic ingredients traditionally grown in Brazil. In their art work, they will design a print that depicts a landscape of the picturesque views of Brazil. Prepare for a final term to remember!

### The Core Areas of Learning

#### Maths

##### Place Value: Roman Numerals

- Interpret negative numbers in context, count forwards and backwards with positive and negative numbers including through zero.
- Read Roman numerals to 1000 and recognise years written in Roman numerals.

##### Number: Multiplication and Division

- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division.
- Interpret remainders appropriately for the context.

##### Number: Addition and Subtraction

- Use rounding to check answers to calculations.
- Determine, in the context of a problem, levels of accuracy.

##### Geometry: Shapes

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.
- Know that the shape has not changed.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts.
- Find missing lengths & angles..

##### Measurement: Area, Volume and Units

- Calculate & compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).
- Estimate the area of irregular shapes.
- Estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes, including cuboids) & capacity (e.g. using water).
- Convert between different units of metric measure (e.g.km/m; cm/m; cm/mm; g/kg; l/ml).

##### Number: Fractions

- Recognise mixed numbers and improper fractions.
- Convert from one form to the other and write mathematical statements.

##### Statistics

- Solve comparison, addition and difference problems using information presented in a line graph.
- Construct tables and timetables making decisions about labelling.

#### Literacy

##### Poetry

- Use rhythm and rhyme patterns.
- Use repetition for effect.
- Understand how to use adjectives and verbs for effect.
- Know how to use alliteration, onomatopoeia, personification and similes.
- Use adverbs and adverbials.
- Develop my own style when writing poetry.

##### Non-Fiction: Film Review

- Interest and 'hook' the reader in with the use of persuasive devices.
- Apply cohesive devices, within and across sentences and paragraphs including time adverbials.
- Use of commas after fronted adverbials.
- Use persuasive language to create the atmosphere of the writing.
- Use the progressive, simple and perfect tense.
- Use determiners.
- Use dashes between independent clauses.

	<p><b>Non-Fiction: Report Writing</b></p> <ul style="list-style-type: none"> <li>• Apply cohesive devices, within and across sentences and paragraphs including time adverbials.</li> <li>• Use prepositions.</li> <li>• Use hyphens.</li> <li>• Use expanded noun phrases that have a powerful meaning.</li> <li>• Know how to use language that reflects a level of formality.</li> <li>• Use the passive voice.</li> <li>• Use sources and use quotation marks to show the use of sources within my writing.</li> </ul> <p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Use prepositional phrases.</li> <li>• Use vocabulary and grammatical structures that reflect the formality of the genre of writing.</li> <li>• Use chronological order to explain how something works and use diagrams with arrows to show how something works.</li> <li>• Develop the use of commas for clarity.</li> <li>• Use bullet points.</li> </ul> <p><b>High Quality Texts</b></p> <ul style="list-style-type: none"> <li>• The Explorer</li> <li>• Flotsam</li> <li>• Where the Forest Meets the Sea</li> <li>• Journey to the River Sea</li> <li>• The Vanishing Rainforest</li> <li>• Wild Animals of the South</li> </ul>
<u>Science</u>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of Gravity.</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth and other planets relative to the Sun in the Solar System.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Planning different scientific enquiries to answer questions, including recognising and controlling variables.</li> <li>• Taking measurements, using a range of equipment, with accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams, labels, keys, tables, and graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
<u>Computing</u>	<p><b>Termlet 5: iMedia – iCommunicate Level 1 - iCollaborate</b> <span style="float: right;"><b>Termlet 6: iMedia – iTech Level 1 - iControl</b></span></p> <ul style="list-style-type: none"> <li>• Know how Robotics are used within modern society and industry.</li> <li>• Understand the importance of coding and its impact on modern society and industry.</li> <li>• Understand what a podcast is for and how these are used as a media medium.</li> <li>• Know what jingles and radio beds are.</li> <li>• Use technology safely and recognise how to report concerns.</li> <li>• Know how to protect our identity when creating media online.</li> </ul>
<b><u>Learning in relation to Our Topic and Beyond</u></b>	
<u>Our World and The Past</u>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Know about the key events that occurred which led to Brazil becoming a Republic.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in South America.</li> <li>• Describe and understand key aspects of the water cycle.</li> <li>• Describe and understand key aspects of climate, biomes, vegetation belts, rivers, volcanos, earthquakes, settlements, land use and natural resources in the UK and Brazil.</li> <li>• Compare key aspects of climate, biomes, vegetation belts, rivers, volcanos, earthquakes, settlements, land use and natural resources in the UK and Brazil.</li> <li>• Explore the similarities and differences between the water cycle in the Amazon Rain Forest and a forest in the UK.</li> </ul>
<b><u>Getting Creative</u></b>	
<u>Art</u>	<p><b>Print Making</b></p> <ul style="list-style-type: none"> <li>• Think critically and develop a rigorous understanding of art and design.</li> <li>• Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</li> <li>• Use simple stencilled shapes with a screen printing apparatus to explore how to create a print image.</li> <li>• To create sketch books to record their observations of landscapes and use them to review and revisit ideas.</li> <li>• Produce a carefully crafted piece which utilises skills learned previously using a screen printer.</li> <li>• Compare this to an example of manufactured print of the time.</li> </ul>

<b><u>Design &amp; Technology</u></b>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Use research (including from surveys and questionnaires) and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.</li> <li>Select from and use a wider range of ingredients according to their functions and aesthetics.</li> <li>Investigate and analyse existing burgers and ingredients.</li> <li>Generate, develop, model and communicate ideas through discussion and annotated sketches (including exploded diagrams), justifying decisions.</li> <li>Evaluate their ideas and products against design criteria and reflect on peer feedback.</li> <li>Understand how key events and individuals in D&amp;T have shaped the world we live in today (Helena Rizzo).</li> <li>Understand where different foods are grown, reared and caught.</li> </ul>
<b><u>Food Technology</u></b>	<b>Brazilian Cheese Tartlets and Seasonal Fruit Crumble</b> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Evaluate cultural ingredients and recipes from Brazil.</li> </ul>
<b><u>Music</u></b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations and terminology.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>
<b><u>Physical Education and Healthy Lifestyles</u></b>	
<b><u>Physical Education &amp; Health</u></b>	<b>Termlet 4 and 5: Athletics</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b><u>Other Cultures, Religions and Ourselves</u></b>	
<b><u>French</u></b>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when reading or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences and express ideas through songs and writing.</li> </ul>
<b><u>Religious Education</u></b>	<b>Additional Unit: Expressing Beliefs through Art</b> <ul style="list-style-type: none"> <li>Explore religious and non-religious art (building architecture, sculpture, art, music).</li> <li>Explore art from different religions.</li> <li>Understand the different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.).</li> <li>Produce work as part of the NATRE Spirited Arts competition.</li> </ul> <p>Explore the following big questions:</p> <ul style="list-style-type: none"> <li>Why are some people not comfortable to use pictorial representation to express belief?</li> <li>How do religious and non-religious people understand the value of creativity?</li> <li>How do religious and non-religious people express their beliefs creatively?</li> </ul>
<b><u>PSHE Strands</u></b>	
<b><u>Social Education</u></b>	<b>Being Safe</b> <ul style="list-style-type: none"> <li>To know when it is appropriate to share an image of myself or others.</li> <li>To be able to talk about image sharing and when it is not ok.</li> <li>To know who to turn to for support.</li> <li>To know when breaking confidentiality or 'sharing a secret' is appropriate.</li> <li>To know who to go to for help if I do not feel safe.</li> </ul>
<b><u>Philosophy and SMSC</u></b>	<b>Current Affairs</b> <ul style="list-style-type: none"> <li>To know how to talk at length about a narrative.</li> <li>To know how to present a balanced view and justify my opinion.</li> <li>To know how to describe events in detail.</li> <li>To know how to convey my opinions clearly.</li> <li>To know how to speak in Standard English.</li> <li>To know how to make relevant notes during discussions.</li> <li>To know how to respond to criticism, using appropriate language and behaviours.</li> <li>To know how to solve problems by thinking of all options.</li> </ul>

	<ul style="list-style-type: none"> <li>To know how to identify advantages and disadvantages.</li> </ul>
<u>Relationships and Sex Education</u>  <u>and</u>  <u>Drug Awareness Education</u>	<b>Relationships and Sex Education</b> <ul style="list-style-type: none"> <li>Explore the emotional and physical changes occurring in puberty.</li> <li>Understand male and female puberty changes in more detail.</li> <li>Explore the impact of puberty on the body and the importance of physical hygiene.</li> </ul> <b>Drug Awareness Education</b> <ul style="list-style-type: none"> <li>To consider attitudes to drug use and misuse.</li> <li>To challenge myths about drug use.</li> <li>To know a range of skills to resist peer pressure.</li> <li>To develop some assertiveness.</li> </ul>
<u>British Values</u>	<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To know how to work towards a set goal.</li> <li>To know how to set small, achievable targets.</li> <li>To be able to talk about the small steps I will take to achieve a goal.</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>To know about Britain's relationship with other countries.</li> <li>To be able to talk about the importance of relationships with other countries.</li> <li>To know why Prime Ministers meet.</li> </ul>
<u>Life Simulation</u>	<b>Management</b> <ul style="list-style-type: none"> <li>To know how to make a shelter and why it is important in survival.</li> <li>To be able to make a simple shelter that is mostly waterproof.</li> </ul> <b>Household Basics</b> <ul style="list-style-type: none"> <li>To know how to limit the use of electricity and water.</li> <li>To be able to find ways to be eco-friendly.</li> </ul>

<u>Reminders</u>	
<b>Homework</b>	Homework shall be provided every Monday.
<b>Tests</b>	Spellings and timetables shall be tested on a Monday.
<b>Physical Education</b>	Please ensure PE kits are in school all week.
<b>Reading</b>	Reading sessions with the class teacher shall take place weekly. Additionally, individual reading shall take place throughout the week with your child changing their book when required.

<u>How Can You Help?</u>
<ul style="list-style-type: none"> <li>Please regularly listen to your child read and discuss the text.</li> <li>Support them to practise and learn their multiplications.</li> <li>Support your child to learn their spellings ready for the weekly test.</li> <li>Research areas of the curriculum with your child.</li> </ul>

<u>Other</u>
<p>To research any of the topic areas which have been outlined in this newsletter, please visit the school website on:</p> <p style="text-align: center;"><a href="http://www.manor-farm-academy.co.uk/">http://www.manor-farm-academy.co.uk/</a></p> <p>Once there, select the appropriate year page, whereby you shall find numerous games, activities and websites to strengthen and support learning throughout the term.</p> <p>We value the support of all parents and carers. If you feel that you can help in any way with the work we are covering, then please let us know. Equally, if you would like any further information regarding this term's curriculum, please do not hesitate to contact school.</p> <p style="text-align: center;"><b>Thank you!</b></p>