



# Year 5

Welcome back to the Summer term at The Duke of Bedford! We hope you had a relaxing Easter break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Summer term in your child's class. We also have our Yr 5 Camp Residential taking place on Sunday the 5<sup>th</sup> July to the 8<sup>th</sup>. More details to follow. Should you wish to discuss anything at all, please do not hesitate to come and speak to us or contact us through the School Office.



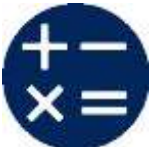
Yours sincerely,  
Mr Taylor,  
Mrs Johnson &  
Mr Scales.






**Year 5 PE days**  
Wednesday / Thursday

Send your child's PE kit into school and they can keep it on their peg.

Please ensure that all jewellery is removed for PE days.

More details on swimming in the second half of the summer term will be given out before it starts.

Subject	Term 1	Term 2
<b>PSHE</b> 	<p style="text-align: center;"><b><u>Relationships and Sex Education</u></b> Body Knowledge. Body Functions and Changes.</p>	<p style="text-align: center;"><b><u>Managing Change</u></b> Identifying Change. Family Change. Managing Emotions/Getting and Giving Support. Ways to Manage Change.</p>
<b>English</b> 	<p style="text-align: center;"><b>Where We Once Stood</b> This term we will be writing a formal report linked to the above book based on the Apollo 11 moon landing. The children will also look to write an exploration narrative as well. The children will complete a vast amount of vocabulary work to support their writing. The children will identify and use the features needed for both styles of writing.</p>	<p style="text-align: center;"><b>King Kong</b> This term we will look at writing a dilemma narrative using King Kong along with a balanced argument. The children will continue to develop their vocabulary work to support their writing. The children will identify and use the features needed for both styles of writing.</p>
<b>Class Book</b>	<p style="text-align: center;"><b>Where WE Once Stood</b> Class choice of book</p>	<p style="text-align: center;"><b>King Kong</b> Class choice of book</p>
<b>Maths</b> 	<p><b>*Fractions:</b> Subtracting and multiplying fractions.</p> <p><b>*Decimals &amp; Percentages:</b> Identifying common fraction to decimals and percentages equivalents. Also converting decimals to fractions and percentages to fractions. Working out the percentage of a quantity.</p> <p><b>Measurement:</b> estimating volume.</p> <p><b>*solve problems involving converting between units of time.</b></p>	<p><b>Measurement:</b> *solve problems involving the perimeter and area of squares &amp; rectangles.</p> <p><b>* identify 3-D shapes, including cubes and other cuboids, from 2-D representations</b></p> <p><b>Geometry:</b> distinguish between regular and irregular polygons.</p> <p><b>* use the properties of rectangles to deduce related facts and find missing lengths and angles.</b></p>

<p><b>Science</b></p> 	<p><b>Earth and Space</b></p> <p>In this unit pupils will describe the movement of Earth, and other planets, relative to the Sun in our Solar System. They will describe the movement of the Moon relative to Earth and describe the Sun, Earth and the Moon as approximately spherical bodies. Pupils will use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. They will also have the opportunity to find out about how ideas about the solar system have developed and changed over time. We will be celebrating our learning during this topic with a visit from a travelling planetarium!</p>	<p><b>Types of change</b></p> <p>In this unit children will work towards answering the Quest question, 'How can you make a meal from a mixture?' Children will design a recipe and identify the types of change used throughout the menu. They will explore dissolving by seeing how many drops of water it takes to dissolve the same amount of different substances and will use the terms solute and solvent. They will use evaporation to recover dissolved solutes and will recognise that these are reversible changes. They will also recognise that mixing and changes of state are reversible changes. Children will be introduced to examples of irreversible changes such as burning candles and other fuels, heating some materials and mixing bicarbonate with acid. They will learn that in these changes new materials are made and that these new materials are often in the form of gases.</p>
<p><b>Computing</b></p> 	<p><b>Programming B</b> <b>Selection in quizzes</b></p> <p>Pupils will develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They will also use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>	<p><b>Programming A</b> <b>Selection in physical computing</b></p> <p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge.</p>
<p><b>D&amp;T</b></p> 		<p><b>Burgers</b></p> <p>In this unit, learners will discuss the different types of burgers they have eaten and that are on the market. Children will investigate the different buns, the different patties and sauces that can accompany a burger. Finally, the children will design and create their own burger.</p>
<p><b>Art</b></p> 	<p><b>Textiles</b></p> <p>Children will experiment with and combine materials and processes (layering, stitching, sticking, weaving, pleating, plaiting, tying and knotting) to make multiple unit hangings, batiks and layered collage images. They will also explore ideas and record processes; compare and discuss methods and ways of working, relating these to their own ideas. They will be able to adapt and improve their work as it progresses.</p>	
<p><b>Geography</b></p> 		<p><b>North America</b></p> <p>In this unit of Geography, the children will be learning about North America. They will locate and explain the weather in North America. They will learn about key human</p>

		and physical features of North America and the Rockies. Finally, we will compare the human and physical features of New York to Peterborough.
<b>History</b> 	<b>Victorians</b> <p>In this topic we will look at what happened in the Victorian era with a specific focus on the Industrial Revolution. The children will learn about the impact it had on Britain and its society, along with the issues of child labour. Finally, the children will find out about some of the important inventions created in this era.</p>	
<b>PE</b> 	<b>Rounders</b> - bowling, throwing, catching, striking the ball, tactics & teamwork. <b>Athletics</b> - each week the children will take a specific field or track event and learn/perform the basic skills/techniques needed to compete in it.	<b>Swimming</b> - children will rehearse, learn and practise a range of swimming strokes. <b>Gymnastics</b> - performing a variety of balances with different points of contact and at different levels. Creating a sequence of balances along with exploring a variety of ways to move in & out of a set balance. To perform a sequence as a group.
<b>RE</b> 	<b>What do music and art tell us about religious beliefs?</b> <p>This term we will be looking at how music, objects/artefacts and colour play an important part in the Christian community.</p>	<b>Creation- How was the world created?</b> <p>This term we will be looking at what other religions and other beliefs think about how the world was created.</p>
<b>Music</b> 	<b>Dancing in The Street by Martha &amp; The Vandellas.</b> <p>Throughout the term, children will be listening to and appraising the music by The Four Tops, Marvin Gaye &amp; Tammi Terrell (Ain't No Mountain High Enough), Stevie Wonder (You Are the Sunshine Of My Life) and Smokey Robinson (The Tracks Of My Tears). We will also compose our own music.</p>	<b>Reflect, Remind and Replay Year 5</b> <p>During this unit of work the children will consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>French</b> 	<b>Les vetements. (Clothes).</b> <p>The class will learn the names of the most common pieces of clothing. They will also learn how to describe themselves by what they are wearing.</p>	<b>Les habitats (Habitats)</b> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p>