



**Sacred Heart**  
**Year 5 Curriculum Newsletter**  
**Summer Term 2019**

Welcome back! This is the termly newsletter designed to give you an outline of the topics we are covering this term and suggest ways in which you can help your child at home.

**Class Information**

- Mrs Helen Furrer is the class teacher and Mrs Sue Forwood is the part time teaching assistant (TA). Miss Ash and Mr Nguyen also support in the class.
- During the time we spend planning, preparing and assessing, Mrs Fogg will teach music and Mrs Yen will teach French and science.
- If you have any concerns regarding your child's well-being, please do not hesitate to make an appointment to see Mrs Furrer. The start of the day is a busy time preparing for lessons so we would ask that appointments be made for a convenient time after school. I can be contacted via email on [hfurrer@sacredheart.richmond.sch.uk](mailto:hfurrer@sacredheart.richmond.sch.uk)

**If the matter is urgent please contact Mrs Brewin in the main office and she will liaise with us.**

**Routines and Reminders**

- All children are encouraged to bring water bottles.
- Items of jewellery should not be worn in school and all those with pierced ears must remove earrings or taped up for PE/Games lessons on Tuesdays and Wednesdays. Long hair should always be tied back.
- Please ensure each item of clothing (including PE kit) is clearly marked with your child's name. The PE kit should consist of a Sacred Heart T-shirt, school shorts, **white socks** and black plimsolls. The children should also have a Sacred Heart tracksuit and a pair of trainers for outdoor games. If your child does not have the school PE uniform they are encouraged to wear their own shorts and tee-shirt provided they are plain.
- Please ensure all kit is in school every day as sometimes the timetable will change.

**Reading**

- Reading records and reading books need to be in school **daily** for every child.
- Your child is able to write in their own reading record to show what they have read. In addition, we would ask that you sign your child's reading record at least once a week.
- Reading with your child is important, so please take the time, even in year 5, to hear your child read and talk to them about the books they are reading.
- Most of the children are now responsible for changing their own books and they do this from the class library. They can also bring in books from home or a local library but we do expect them to challenge themselves and so we will monitor what they are reading on a weekly basis through their reading journal. One book should be read every two to three weeks.

## Parent Helpers

- We would appreciate it if some parents could come and hear children read each day from 3-3.30pm. If you are able to help, please contact us directly. Thank you.
- We will need parent helpers for DT and Art activities - these activities are usually quite 'high maintenance'! If you think that you could spare some time to help out during these activities please let me know. We will send emails with details of the activities as they arise through the year and invite any willing volunteers to come along and help out.
- All parent helpers will be asked to complete a Volunteer Helper Agreement.

## Homework

### English Homework

#### Spellings

- Every week a list of spellings to learn will (normally) be given out on a Friday for a test on the following Friday. The spellings will be in a plastic folder. Please check that your child has copied the spellings correctly and that he/she completes one column per night over a period of four nights. The spellings are also included in the weekly parent email.

#### Comprehension and grammar

- Comprehension and Spelling, Grammar and Punctuation Workbooks will be given out on **alternate weeks**. These will be given out on a Friday, to be returned on the following Wednesday.

#### Reading Journals

- Your child's reading journal is now more than simply a record of the pages they have read. They have been provided with a list of reading response ideas from which they **must choose one per week**. The creativity of the ideas ensures that the children are able to respond to their books in a variety of ways and, because of this format of work, some children might need a little extra support.

## Maths Homework

Maths home learning is set each Friday and should be handed in the following Thursday and will comprise of:

Mathematics books or relevant practise sheets and online activities such as Mathletics or My Maths.

As with the Literacy work, these will be **given out on alternate weeks**. One week will consist of Mathematics books or practise sheets while the following week will be an online activity.

If you have misplaced the login for either the Mathletics or My Maths website please e-mail us to request another copy. The children should have their logins in the back of their home learning diaries.

It is imperative that we all encourage the children to foster their independence skills throughout Year 5 and ask them as much as possible to take some responsibility for their own learning and organisational skills.

## English

This term we will focus on the following book:

### Historical Narrative (Tragedy) - Romeo and Juliet

Reading and understanding fiction from our literary heritage

Character and plot analysis

### Poetry - The Highwayman

News reports

First person narratives

Poetry

### Narrative - Stormbreaker

**The Spelling, Punctuation and Grammar (SPAG) focus:**

Revision and extension of conjunctions - FANBOYS and A WHITE BUS

Revision of the y3-4 spelling list and/or the 5-6 spelling list

Revision of direct speech

New spelling rules

Use of figurative language

Use of parenthesis

Use expanded noun phrases in own writing

Standard and informal language

Direct and reported speech

Modal verbs

Revision of tenses

Correct use of apostrophes

## Maths

This term we will be learning about:

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- estimate volume [for example, using  $1\text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- complete, read and interpret information in tables, including timetables.
- revision of formal methods of multiplication and division, including long multiplication and division.

## **Religious Education**

The children will be following the Come and See programme. This term's themes are Sacrifice, Transformation, Freedom and Responsibility and Stewardship.

Lessons are a combination of discussion, written/art work, reflection and prayer. The children will also take part in whole school assemblies and hymn practices every week. They will, on occasions, also attend Mass at Sacred Heart Church.

## **Science**

This term in science we will be covering two topics: Forces and Sustainability.

### **Forces**

For this topic we will be looking at how (partly through scientific enquiry) to explain how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will be identifying the effects of air resistance, water resistance and friction that act between moving surfaces as well as recognising that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

### **Sustainability**

This topic will be building on the work carried out at the Year 5 trip to the Sustainability Centre in June. We will be looking at the use of renewable and/or finite resources. Explore how we can live low impact lives and how we balance the needs of Earth care/people care and fair share. We will also be looking at our local environment and people involved in sustainability.

## **Learning Themes (History and Geography)**

### **Our local Area**

We will be combining geography and history elements to find out more about our local area. We are also planning to take the children on a walk around Teddington.

In class we will firstly be looking at developing basic map reading skills, eg using an 8 point compass, using a 4- and 6-figure grid reference, using map symbols and keys. After this the children will be using these skills to plan a local route (their route) to school. We will also be looking at the advantages/disadvantages of using the internet and digital maps. Finally we will be looking at how land use and settlements in our area have changed over time using local photographs and maps.

## **Computing**

This term the pupils will use Excel to input data, apply basic formulae and create graphs.

## **Art/DT**

This term, the focus will be on Take One Picture. The children will lead the learning and we will incorporate - in our planning - the skills they require to progress.

For DT, the children will be designing a healthy soup

**French**

The children will learn to listen and engage, ask and answer questions, speak in sentences using familiar vocabulary, develop appropriate pronunciation, show understanding of words and phrases appreciate stories, songs, poems and rhymes, broaden vocabulary... in French. We will be using the programme Ici et Là which supports children in deepening their prior learning from Salut Ca Va? and Où Habites Tu?, focusing on healthy eating and parts of the body.

**Music**

Mrs Fogg is the specialist music teacher and she teaches the children for one lesson each week, on a Wednesday, in addition to hymn practice sessions. Your child can attend the choir if they wish to but they will need to speak directly to Mrs Fogg about this. If your child is in the school choir then there is an expectation that they will attend all external singing events.

**PSHE**

The children will be looking at how people are different and are seen as individuals and why it is 'Good to be Me'.

**TRIPS/ENRICHMENT**

Residential trip to The Sustainability Centre 10<sup>th</sup> - 12<sup>th</sup> June