



*Growing the seeds  
for lifelong learning*

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Dear Parents,

**Year 5 Curriculum Newsletter**  
**SPRING Term 2**

Our class reading book this term will be – The Wind Singer by William Nicholson

**English – Non-fiction including newspaper recounts**

**Reading goals**

We will.....

- understand the story's cultural and geographical context and use this help visualise the setting
- connect the story with personal experiences and previous reading
- explore the obstacles that the main character has to overcome
- explore story structure and the language the author uses to affect the reader

**Writing goals including Grammar**

We will...

- use carefully-chosen language to describe a character and develop atmosphere
- include interesting details about Anglo-Saxon customs and culture to help the reader visualise the story setting
- include adverbs and adverbials of time to create pace and drama e.g. Suddenly, in a flash...
- use a range prefixes to develop vocabulary
- include dialogue to develop characters
- vary sentence structure using commas correctly.

**Spelling goals**

We will...

- rehearse near **homophones**
- rehearse spelling rules when modifying root words with **suffixes**
- rehearse words containing more than one **syllable**

**Maths**

**Chapter 4 - Word Problems**

In this chapter, pupils are solving word problems that involve multiple steps and a variety of operations.

- choose the correct operation before moving onto representing the key information using bar models.
- applying the strategies learned in previous units
- complex representations of numbers and change using advanced bar models.

**Chapter 5 – Graphs**

In this chapter, pupils read and interpret information in tables and line graphs.

- read and interpret information presented in a table
- sort and use the data to answer questions
- read and interpret information presented in a line graph where the data is presented on (more than) 1 line
- read and interpret information presented in a table and turn it into a line graph
- determine relationships between data sets.

**Chapter 6 - Fractions**

This chapter develops pupils' ability to handle more diverse problems involving fractions, including dividing and multiplying fractions by whole numbers.

- divide whole numbers by whole numbers, giving rise to fractions
- write improper fractions and mixed numbers using pictures.
- find equivalent fractions
- compare and order fractions and utilise the number bond strategy, known as number pairs
- add and subtract fractions with different denominators finding common denominators
- multiply fractions by whole numbers and multiply mixed numbers by whole numbers.
- solving word problems that require multiple steps and bar model representations.

Science	Head Start / PSHE
<p>In Science we will learn...</p> <ul style="list-style-type: none"> <li>To understand that although we are similar in many ways, there are also differences between people.</li> <li>To recognise that those differences include eye colour, hair colour, height and shoe size.</li> <li>To recognise that offspring resemble their parents in many features.</li> <li>To recognise that we inherit characteristics from our parents.</li> <li>To collect and present data in a variety of ways.</li> </ul>	<p>In these sessions we will learn...</p> <ul style="list-style-type: none"> <li>To understand why we need to stretch the boundaries of our current learning</li> <li>What is meant by resilience</li> <li>What resilience might look like</li> <li>The concept of Shared and Bold moves</li> <li>To set success criteria and to know whether we have reached our goals</li> <li>To celebrate progress and identify next steps.</li> <li>To give praise and compliments to other people to recognise their contributions and achievements</li> </ul>
RE	Computing
<p>We will address the question, <b>What inner forces affect how we think and behave?</b></p> <ul style="list-style-type: none"> <li>Consider, link and discuss ideas and themes.</li> <li>Apply ideas from religious world views thoughtfully.</li> <li>Investigate and explain why religious and world views matter.</li> <li>Enquire into and interpret ideas, sources and arguments.</li> </ul>	<p>We will...</p> <ul style="list-style-type: none"> <li>Become familiar with blogs as a medium and a genre of writing</li> <li>Create a sequence of blog posts on a theme</li> <li>Incorporate additional media including hyperlinks</li> <li>Comment on the posts of others</li> <li>Develop a critical, reflective view of a range of media, including text.</li> </ul>
IPC	
<p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> <li>How humans are different from other animals</li> <li>About the brain and the nervous system</li> <li>About the bones and muscles in the body</li> <li>How the human heart works</li> <li>How we breathe and what the lungs do</li> <li>What we inherit from our parents</li> <li>How our environment affects us</li> <li>How the body uses food and water</li> <li>About the latest medical research</li> </ul>	<p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> <li>How to plan and prepare a healthy meal</li> </ul> <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> <li>About a major global health problem</li> <li>If we can improve the health of the world's children</li> </ul>
Important Information	
<p><b>PE days</b> – Tuesday and Friday (PE may be subject to change. Please make sure PE kit stays in school.)</p> <p><b>Guitar</b> – Weekly guitar lessons continue this term; your child does not need to bring their instrument in school as the school will provide them.</p> <p><b>French</b> – Your child is learning French in weekly French lessons (every Monday). Get them to teach you what they have learned</p> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> <li>Homework is given out on Mondays and due in the following Monday</li> <li>Weekly spellings are handed out Mondays and tested on the following Monday</li> <li>Does your child know their times tables? Rehearse them using their multiplication chart.</li> <li>Please listen to your child read daily to help improve their fluency and accuracy and ensure that they complete their reading journal (the yellow booklet).</li> </ul>	

**Thank you for your continued support in helping your child complete their research projects. The focus for this term's research projects will be –**

Topic	<ul style="list-style-type: none"> <li>Prepare a presentation on how humans are different from other animals</li> <li>Build a 3D model of the human body identifying key organs and naming bones</li> <li>Build a model of the human heart and write an explanation of how it works</li> <li>Present research on a major global health problem.</li> </ul>
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