



*Growing the seeds  
for lifelong learning*

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Dear Parents,

**Year 5 Curriculum Newsletter      Summer Term 1**

**Our class reading book this term will be**

**English- The Boy at the back of the Class  
By Onajali Q Rauf**

**Reading goals**

To

- give / explain the meaning of words in context
- predict what might happen from details stated and implied
- make inferences from the text / explain and justify inferences with evidence from the text
- make comparisons within the text
- identify / explain how meaning is enhanced through choice of words and phrases
- retrieve and record information / identify key details from fiction and non-fiction

**Writing goals including Grammar**

To

- Use carefully-chosen language to describe settings, characters and atmosphere.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation.
- Proofread for spelling and punctuation errors.
- Linking ideas across paragraphs using adverbials of time, place and number or tense choices
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others' writing

**Spelling goals**

Learn Common Exception Words for Year 5; homophones; words with 'silent' letters; words with the /i:/ sound spelt ei after c.

**Maths**

**Percentages**

- Using percentages
- Percentages as fractions and decimals
- Equivalent Fraction, Decimals and Percentages

**Number**

- Inverse operations (addition, subtraction, multiplication and division)
- Multi-step problems (four operations)
- Using formal written methods
- Interpret remainders appropriately for the context.

**Geometry**

- Calculating angles on a straight line
- Calculating angles around a point
- Calculating lengths and angles in shapes
- Position in the first quadrant
- Reflection
- Reflection with coordinates
- Translation
- Translation with coordinates

| Science  | PSHCE  |
|--|--|
| <p>In Science we will be learning about Earth and Space. We will learning :</p> <ul style="list-style-type: none"> <li>• To describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>• To describe the movement of the moon relative to the Earth</li> <li>• To describe the sun, Earth and moon as approximately spherical bodies</li> <li>• To 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>In these sessions, we will learn about relationships.</p> <ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Getting on and falling out</li> <li>• Girlfriends and Boyfriends</li> <li>• Relationships and technology</li> </ul>  |
| RE   | Computing  |
| <p>We will address the question, Should all creatures be treated equally? Children will be exploring the following:</p> <ul style="list-style-type: none"> <li>• Do animals ever have a case against humans</li> <li>• What do two religion say about how animals should be treated?</li> <li>• What wise words can we create?</li> <li>• What footprint do we want to leave on the world?</li> </ul>  | <p>We are Artists</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> <li>• develop an appreciation of the links between geometry and art</li> <li>• become familiar with the tools and techniques of a vector graphics package</li> <li>• develop an understanding of turtle graphics</li> <li>• experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers</li> <li>• develop some awareness of computer-generated art, in particular fractal-based landscapes.</li> </ul> |
| Topic  |  |
| <p>This half term our topic will be on the Yellowstone National Park. Children will learn about</p> <ul style="list-style-type: none"> <li>• To create a comparative presentation</li> <li>• To identify the features of a National Park and the effects of tourism.</li> <li>• To read four and six figure grid references</li> <li>• To create an aerial view landscape with features.</li> <li>• To identify effects of humans on a natural environment and species within the environment.</li> </ul>  |  |
| Important Information  |  |
| <p><b>PE</b> –Tuesday and Friday are PE days. Please ensure your child has their full kit each week.</p> <p><b>Spanish</b> – Your child is learning Spanish in weekly Spanish lessons (every Tuesday).</p> <p><b><u>PLEASE NOTE:</u></b></p> <ul style="list-style-type: none"> <li>• Homework is given out on Tuesday and is due in the following Monday. There will be a playtime detention each Tuesday if homework is not completed.</li> <li>• Weekly spellings are handed out on Tuesday 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 green booklet).</li> <li>• Your child is expected to use Mathletics to consolidate and develop their fluency skills in maths.</li> </ul> |  |