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Dear Parents/Carers,

Year 5 Curriculum Newsletter Spring 1

Welcome to a new term at Grange Primary School. This newsletter provides you with information about what your child will be doing in class during the coming term. We have lots of exciting learning ready for your children this term!

Our Class Readers for this term are *Street Child* by Berlie Doherty and *You wouldn't want to be a Victorian schoolchild* by John Malam

| English | Maths |
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| <p>The composition will include planning, drafting and publishing</p> <ul style="list-style-type: none"> • An explanation text • Balanced/persuasive argument • Dairy entry of a schoolchild. <p>Reading goals</p> <ul style="list-style-type: none"> • 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 <p>Grammar and Spelling goals</p> <ul style="list-style-type: none"> • Modal verbs • Cohesive devices • Commas for clarity • Adverbs to indicate possibility • Apostrophes- contraction & Apostrophes- possession <p>Rehearse near homophones; rehearse spelling rules when modifying root words with suffixes; building words from root words; learn statutory words for yr. 5/6.</p> | <p>Place Value:</p> <ul style="list-style-type: none"> • Compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning • Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals <p>Addition and subtraction:</p> <ul style="list-style-type: none"> • Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Multiplication and division:</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts, as well as using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |
| Science | PSHE |
| <p>In Science, children will investigate the topic of materials. They will:</p> <ul style="list-style-type: none"> • How can we compare and group materials? • Is a solid always hard? • Is a liquid always runny? • Are all metals the same? • Are all plastics the same? | <p>This half term, the PSHE focus will be Dreams and Goals. Children will develop the skills to:</p> <ul style="list-style-type: none"> • Identify what I would like my life to be like when I am grown up • Appreciate the contributions made by people in different jobs, as well as education |

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| | <ul style="list-style-type: none"> • Appreciate the similarities and differences in aspirations between myself and young people in a different culture |
| RE | Computing |
| <p>In Religious Education, we will explore a range of different ideas about why Muhammad and the Qur'an are important to Muslim people.</p> <p>The children will answer the questions:</p> <ul style="list-style-type: none"> • Who is Muhammad? • What events changed Muhammad's life? • Why is the Qur'an important to Muslim people? • How do Muslim people treat the Qur'an and why do they treat it in these ways? • How have Muhammad's words and actions affected the way Muslim people lead their lives? • Who has been the biggest influence on my life? | <p>In computing children will develop their skills as architects, creating a virtual space.</p> <p>They will learn to:</p> <ul style="list-style-type: none"> • Understand the work of architects, designers and engineers working in 3D. • Develop familiarity with a simple CAD (computer-aided design) tool. • Develop spatial awareness by exploring and experimenting with a 3D virtual environment. Develop greater aesthetic awareness |
| Topic | DT |
| <p>In this unit, children will learn about Villainous Victorians (Dickensian London).</p> <p>They will explore:</p> <ul style="list-style-type: none"> • Who were the Victorians? • What was lifelike in London during the Victorian Era? • What was it like to be a poor child growing up in Victorian England? • How did poverty affect families in London? • What changes have occurred in the nature of childhood since that time? | <p>In DT this term, children will explore bread.</p> <p>They will :</p> <ul style="list-style-type: none"> • investigate and evaluate bread products according to their characteristics • learn how bread products are an important part of a balanced diet and can be eaten in different ways • find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects • be able to design a new bread product for a particular person or event • be able to make bread based on a plan and design • be able to evaluate a finished product |
| Important Information | |
| <p>PE –Wednesday and Friday (swimming) are PE days. Please ensure your child has their full kit each week.</p> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> • Please support your child in finding a quiet time to read daily at home. Each week your child will bring home a book that they have borrowed from the school library. Please ensure that they complete their reading journal (the green booklet) on a daily basis. • All children have access to Bug Club and should be encouraged to use this regularly throughout the week. • Mathletics - please remind your child to log on to this site and practise maths. • Weekly spellings are handed out on Tuesdays and tested on the following Tuesday • Does your child know their times tables? Rehearse them using their multiplication chart. | |

Should you wish to discuss any matter regarding your child's learning, please do not hesitate to get in touch.

Thank You
Mrs. Collins