



ST. PAUL'S CATHOLIC JUNIOR SCHOOL

Year 5 Curriculum Newsletter: Spring term (second half)



We are pleased to be able to share with you the content of the curriculum that your children will receive until half term. This half term, all our learning is centred around social justice. The children will be learning about the experiences of refugees and thinking, in an age appropriate manner, about the issues surrounding the refugee question.

ENGLISH - READING

Our novel this term has been She-Wolf and we will continue this until we reach the exciting conclusion. Once we have finished, we will be starting to read our new novel, linking in with our social justice topic, which is the fabulous, award winning and thought provoking 'The Boy at the Back of the Class' by Onjali Q. Rauf. A new child appears in class, different to the other children. Who is he, where is he from and why is he here?



In our reading comprehension sessions, the children also experience a range of fiction and non-fiction texts, based on a range of subjects relating to the whole curriculum and to special events.

Please continue to read the book sent home from school with your child at least four times a week.

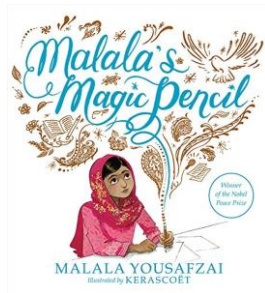
Please ensure your child has completed the comprehension task set to them every two weeks in the CGP book.

ENGLISH – writing

We base the teaching of our writing on the language and structure found in quality texts.

Narrative writing:

Our writing this term is similarly linked to our refugee topic. The children will be reading 'Malala's Magic Pencil' by the Pakistani education activist Malala Yousafzai. The children will learn about the hopes and dreams Malala had as a child and use this as an inspiration for their own creative writing.



HANDWRITING:

We will continue to practise our handwriting skills in weekly sessions ensuring the children are more comfortable with letter formation and cursive handwriting.

SPELLINGS:

Spelling lessons take place weekly in class. The rules being covered this half term are:

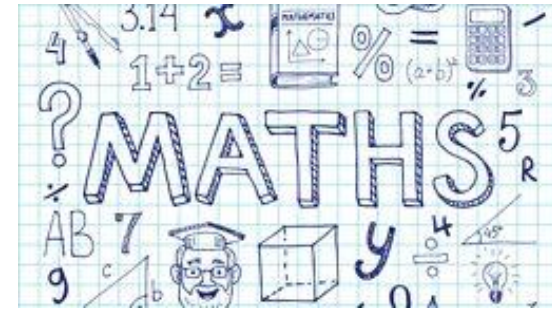
Words with 'ie' after 'c'

Words where 'ei' can make an /ee/ sound

Words where 'ough' makes an /or/ sound.

Words containing 'ough'

Words that are adverbs of possibility and frequency



This half term we will cover the following topics:

- **Multiplication & Division (continued from previous half term)**
- **Fractions (continued from previous half term)**
- **Decimals & Percentages**

For each topic, we work through the following sequence, encouraging the mastery approach in Maths which helps the children to apply their knowledge:

1. We practise the skill.
2. We link the skill to questions involving units of measure.
3. We complete missing box questions relating to the skill.
4. We answer reasoning questions based on the skill.
5. We problem solve, applying the skill we have learnt.

You can view our calculation policy on the school website, which may help you to understand how we teach Maths in school.

<https://www.spcj.co.uk/letters/> We will also complete weekly basic skills sessions, which help the children to practise core mathematical skills

RE



Here are our topics for this half term:

MEMORIAL SACRIFICE:

In our memorial sacrifice topic, the children will begin to focus on the Eucharist and remembering the sacrifice Jesus made for us when he died on the cross.

MISSION:

The children learn about what inspires people in their mission, what are the joys and demands of engaging in a mission and what unites Christian communities.

PSHE

Here are our topics for this half term:

ONLINE MEDIA & MENTAL HEALTH:

In this topic we will be:

- The pressures of being online
- The dangers of so-called 'free' apps
- The importance of managing your screen time and digital footprint
- How the internet can positively and negatively impact our mental health

CHANGING AND DEVELOPING BODIES:

In this topic we will be:

- Understand why physical and emotional changes happen to boys and girls during puberty
- Make good choices that have an impact on their health
- Understand that some behaviour is harmful, unhealthy or risky

MUSIC

BBC Ten Pieces – 'Storm' by Benjamin Britten

This unit focuses on classical music, using the brilliant resources from BBC Ten Pieces. We will explore this piece of music, thinking about the emotions and images it evokes and how it does this. We will then compose our own themes, based upon our learning.



This term, we will be:

Studying FORCES. We will explore how and why different forces, such as friction, air resistance and water resistance act. We will then consider how mechanisms such as levers, pulleys and gears allow a smaller force to have a greater effect.

Art

Painting: a land of hope, based on the work of Paul Cezanne

As part of our refugee learning, the children will explore the paintings of Paul Cezanne, evaluating his techniques and use of colour, as well as the messages the children see in his work. This will be used as inspiration for the children to create their own landscape, using similar techniques and colour palette, representing a land of hope for a refugee family.



If you have any questions about our curriculum, or any concerns, please do not hesitate to get in touch.

Many thanks,

The Year 5 teaching team:

Mrs. Wickham, Mr. Tunstall, Mrs. Smith, Mr. Smith and Miss Donnelly

SPANISH

In the first half of term, our specialist Spanish teacher will be teaching the children how to describe the rooms in their house using Spanish vocabulary. They will also learn to use Spanish words for the furniture you might find at home.

"Nos gusta aprender español en St Paul's."



PE

'Athletics'

In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.

