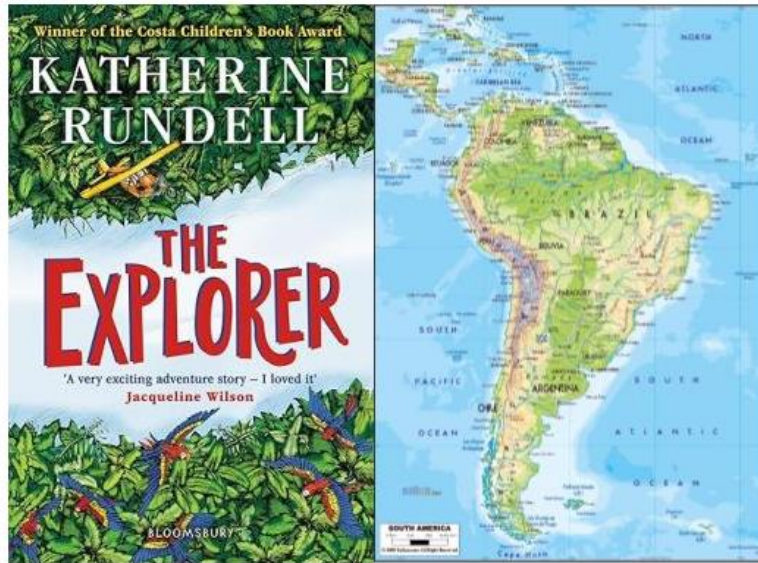


Year 5 Summer Term Newsletter

The Spring term is now behind us and we have entered the final term of the year. Easter has been and gone – we are now settling in to the summer term. It is great to come back to school with lighter mornings and evenings and it has been great to see the children come back in with real enthusiasm for their learning! We now move into a geography unit of learning. A large part of our learning this term will link to learning about Brazil and rainforests!



More details about what we are we learning this term

This week we have started our Geography topic: 'Brazil and UK: a world apart?' This topic will allow us to dive into life in South America, finding out more information about this part of the world. Through our geography, we also explore other biomes of the world (rainforest, deciduous/temperate forest, grasslands/savannah, tundra, desert and ocean/marine) before we look in more detail at rainforests specifically. Much of our learning will also focus on making comparisons between Brazil and the UK, exploring the many differences but the many similarities too! In addition, we will be considering the differences between renewable and non-renewable energy as part of our focus on children becoming stewards of our world. For more information about our learning this term, please see the attached overview, which is also available on the school website.

Linking with our new topic, we will also be thinking about food from around the world in our DT learning and the children will have the chance to make a dish linked to South America; this is something that we know many children look forward to! In addition to this, we will also learn about drawing, collaging and painting different types of trees, with different types of media in Art as part of a drawing and painting unit.

Heartsmart – 'Fake is a Mistake' followed by 'No Way Through Isn't True'

In our Heartsmart learning for this term, we will start by thinking about the concept 'Fake is a Mistake' where the children are encouraged to consider how they view themselves and to have the confidence to truly be themselves. Within this, we discuss the fact that friendships are built on trust and, in order to trust others and for others to trust us, we need to tell the truth about who we really are. We spend lots of time reminding the children of how fantastic they are; they are each unique and special and it is important that we celebrate this!

In the second part of the summer term, we move on to look at 'No Way Through Isn't True'; this Heartsmart principle focuses on the concept of resilience. It is important that we are able to find solutions to our problems, even when things are tough! We also remind the children that, when we don't believe there is a

way through, we give up and remain stuck. However, when we believe that there is a solution for every problem, we are encouraged to keep working until we find it.



RSHE – Relationships, Sex and Health Education

This term, we will link our Heartsmart learning to thinking about how we can make and maintain positive, healthy relationships. Within this, we look at what contributes to ensuring we have safe relationships with others, whether this be in a family or a friendship. Within our RSHE learning, we will also think about ensuring that we are able to look after our bodies well, keeping ourselves safe and healthy as we grow up and go through puberty – as a result your children may come home with questions. We will be doing the teaching about puberty in May and we will give parents notification of this through a parentmail message prior to teaching.

Dates for your diary:

13th Apr – Return to school after Easter holidays
16th Apr – Mitchell sharing assembly
4th May – Bank Holiday (no school)
22nd May – INSET day
25th May – 29th May – May half term
1st June – Return to school
1st June – Brunel outdoor learning
3rd June – Mitchell outdoor learning
4th June Sports Day
5th June – White Class trip to Gordon Brown Centre
8th June – Mitchell Class trip to Gordon Brown Centre
10th June – Brunel Class trip to Gordon Brown Centre

12th June – Reserve Sports' Day
15th June – White outdoor learning
24th June – Costello visit (all Y5 pupils for secondary experience)
2nd July – QMC students visit for Tiger Conservation
3rd July – Shuffle up morning (children meet teachers for Y6)
5th July – FOOPS Summer Fair
17th July – Joint picnic with infant school
22nd July – End-of-year church visits (AM) and final day of term

Other reminders:

Regular reading

Reading is the key to success in all areas of the curriculum. Regular reading is vital we so are encouraging parents to support their children to read at least five times a week. We know that by the end of Y5 children become more independent but please do still find time to read with your children. Discussing books and reading alongside them allows them to have wonderful reading role models at home which can have a significant impact on a child's reading ability.

PE kits

This term we are focusing on dance, orienteering and rounders. As we get closer to Sports' Day, we will also teach some athletics lessons in preparation for the day! **Please ensure your children continue to wear their PE kits on Mondays and Wednesdays. We are likely to have to be flexible with indoor PE so please wear shorts under joggers on both days.** We hope we have warm, sunny weather but please ensure your children have sun protection in the form of sun cream and hats.

Should you have any questions or concerns over the coming term, please do not hesitate to contact your child's teacher or another member of the Year 5 team.

Thank you for your continued support – it is much appreciated.

Mrs Stephens, Miss McCluskey and Mrs Gill



Summer Term Topic: Brazil and the UK: a world apart?

Subject	Areas covered
Enrichment	Gordon Brown Centre - Survival Skills workshop Sports' Day Costello taste of Secondary school day Outdoor learning
English	<p>During the term, we will be reading, responding to and analysing a variety of texts in preparation for our writing including: 'The Explorer' by Katherine Rundell, The Lost Book of Adventure', 'There's a Rang-Tan in My Bedroom' by James Sellick, 'Survivors' by David Long and Kerry Hyndman, 'Pax' by Sara Pennypacker' and 'Kensuke's Kingdom' by Michael Morpurgo.</p> <p>As always, there will also be opportunities for extended writing within other curriculum areas. Our writing will take various forms and may include:</p> <ul style="list-style-type: none"> • Survival guides that the children have created to give people a chance at surviving in a rainforest environment • A persuasive speech written to argue against deforestation of the vital Amazon rainforest. • A dual-narrative, inspired by 'Pax', for children to develop tonal shift between two different perspectives in a story • A narrative about a creature entering an unknown environment full of cliffhangers and suspense.
Mathematics	<p>These areas will be taught through both mathematics-focused lessons but also through topic lessons such as geography/science etc.</p> <ul style="list-style-type: none"> • Number - decimals and problem-solving • Statistics • Geometry – position and direction • Measurement – perimeter, area and volume • Problem solving <p>When we have covered these topic areas, we will spend the last couple of weeks of the school year revisiting areas already studied to help children prepare for Year 6.</p>
Science	Life cycles of humans, animals and plants. SRE.
Art and design	Drawing and painting – children will, inspired by our environment, create tree art and then use a range of different painting techniques to bring their art to life.
Computing	E-safety including safety whilst using the internet Data and information – exploring and creating databases and programming
D & T	Designing and creating a tote-style bag Food technology – exploring and creating food from the Americas.
Geography	Map work skills including contour lines and though locating local forest area and international forest area. Focused study on the physical and human geography of South America, including the Amazon Rainforest. Study of the differences between renewable and non-renewable energy.
French	Les forêts tropicales, turning words into their negative form
Music	Samba and compositions based on Rainforests (creating textures and utilising different scales)
PE	Indoor: Samba dancing Outdoor: orienteering, rounders and athletics
RSHE	Heartsmart – Fake is a Mistake and No Way Through Isn't True Healthy Relationships, puberty, keeping our bodies healthy Money and work
Religious Education	Concepts studied: Stewardship (Christianity) and Belonging (Islam). We follow Hampshire's agreed syllabus for Religious Education "Living Difference III" devised by Hampshire Inspection and Advisory service as well as using the Church of England "Understanding Christianity" resource to support our teaching.