



## LANGRISH PRIMARY SCHOOL

### CURRICULUM INFORMATION FOR PARENTS: Summer 1

(Dates and details may alter should unforeseen situations arise)

<b>Teaching Team and Year Group</b> Year 5: Mrs Smith & Miss Fownes (Fridays)	
<p><b>English</b></p> <p>Writing units will be:</p> <ul style="list-style-type: none"> <li>• Persuasive writing: Pig Heart Boy</li> <li>• Narrative: Myths and Legends</li> </ul> <p>Throughout these units, the children will be applying their skills from the last two terms.</p>	<p><b>Your child will also be taking part in these activities on the following days:</b></p> <p><b>PE:</b></p> <p><b>Monday</b> (Mr James) – Tennis and Gymnastics  <b>Wednesdays</b> 15/04, 22/04, 29/04 – Forest School  <b>Fridays</b> 08/05, 15/05, 22/05 (Miss Fownes) – Tag Rugby</p> <p>Please ensure correct kit is worn to school on these days, no jewellery is worn and long hair is tied back. Wellies, long sleeves and trousers are needed for Forest School.</p>
<p><b>Maths</b></p> <p><b>Geometry: Shape</b></p> <ul style="list-style-type: none"> <li>• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• Draw given angles, and measure them in degrees</li> <li>• Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°), other multiples of 90°</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> <p><b>Geometry: Position and direction</b></p> <ul style="list-style-type: none"> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul> <p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>• Add and subtract decimals within 1, breaking through the whole and including numbers with different numbers of decimal places.</li> <li>• Decimal sequences</li> <li>• Multiplying decimals by 10, 100 and 1,000</li> <li>• Dividing decimals by 10, 100 and 1,000</li> </ul>	<p><b>Home Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> 20 – 30mins daily reading and record keeping in the Reading Record (see exemplar in books) and completion of Reading Tools. Children should be completing their books every 2-3 weeks (or quicker!)</li> <li>• <b>*NEW* Spelling:</b> Weekly assignments on Spelling Shed to support learning in class – ideally 5 minutes daily, maximum 30 minutes per week.</li> <li>• <b>Maths:</b> 30 mins, weekly maths homework. One test to be completed from your child’s Schofield and Sims book up to a maximum of half an hour of work per week.</li> <li>• Any additional activities linking to your child’s learning</li> </ul> <p><b>Please see the weekly suggestions posted on the class page.</b></p>
<p><b>Visits and events</b></p> <p><i>Keep an eye on the school website and any other communication for upcoming events</i></p> <ul style="list-style-type: none"> <li>• 13<sup>th</sup> Apr: Back to School</li> <li>• 24<sup>th</sup> Apr: FOLS Quiz</li> <li>• 4<sup>th</sup> May: Bank Holiday</li> <li>• 18<sup>th</sup> May: Walk to School Week</li> <li>• 22<sup>nd</sup> May: INSET Day</li> <li>• 10<sup>th</sup> Jun: Class trip to Gilbert White</li> <li>• 19<sup>th</sup> Jun: Sports Day</li> <li>• 26<sup>th</sup> Jun: Summer Fayre</li> </ul>	<p style="text-align: center;"><b>Other Subjects</b></p> <p><b>History</b> – Ancient civilisations: Why did the Ancient Maya change the way they lived? (Mrs Rawlings)</p> <p><b>Computing</b> – Vector Drawings</p> <p><b>Art</b> – Andy Warhol: Colour</p> <p><b>WFaP</b> – Wisdom: Sacred books (Ms Fownes)</p> <p><b>Music</b> – Map Rappers</p> <p><b>French</b> – Clothes</p> <p><b>PSHE</b> – Growing and changing: Part 2 / Tango Makes Three (Prejudice and coexistence)</p> <p><b>Science</b> – Forces that oppose motion</p>
	<p><b>Ways in which you can help your child during these topics</b></p> <ul style="list-style-type: none"> <li>• Visit the local library, support with selecting varied authors/genres to complete the termly reading challenges and Reading Tools.</li> <li>• Provide time and access to Interactive Resources, Purple Mash and Spelling Shed for personalised home learning.</li> <li>• Discuss your child’s post maths assessment with them and support their home learning through regular discussions.</li> <li>• Use the writing non-negotiable sheet to support writing at home (this will be shared on the class webpage).</li> </ul>

Please continue to reference your class page on our website for ongoing updates as the term unfolds.