

Asfordby Hill Primary School

Asfordby Hill, Melton Mowbray,
Leicestershire LE14 3RB

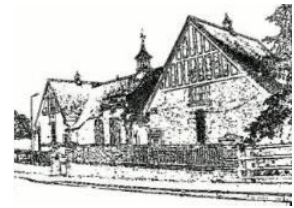
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Email: admin@asfordbyhill.leics.sch.uk

www.asfordbyhill.leics.sch.uk

Headteacher: Mrs. P. Millward

Chair of Governors: Mrs J. Smith



Welcome Back Sycamore!

I hope you all had a wonderful break over the festive period. Whilst it will be brief, this curriculum letter will provide you with key information as to the curriculum that the children will be engaging with over the Spring term and convey some important reminders.

PE

PE will now be taught on a **Tuesday** and a **Thursday**; PE will **no longer be taught on Wednesday**. Please ensure children arrive at school in their PE kit on these days.

Spellings

Spellings **will no longer be tested on a weekly basis**. Whilst many children were successful in their tests, achieving between 8-10 correct spellings, it is evident that this was not translating into their writing. It seems that spelling tests were effective in encouraging spellings to be kept in their short-term memory but were less effective in embedding these spellings into their long-term memory so the children use what is learned when writing. As such, by removing weekly spelling tests, more time can be spent in class on improving spelling and its application. **Spelling lists will still be assigned on Spelling Shed, so children should continue to practice them at home**. To support the learning and application of spelling the children could create rhymes, songs, write silly sentences or write in rainbow letters (each letter a different colour) - it is important that children practice their spellings in a way that is meaningful to them. Further to this, children should break words down into syllables, as well as identifying the individual sounds in the words and the letters that represent them.

Messages/Communication

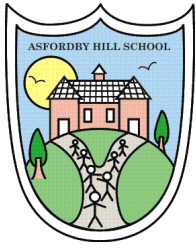
As always, if you have any messages, questions or concerns, either send a Seesaw message or let me know before/after school on the playground. Seesaw messages will be responded to at my earliest convenience, usually at the beginning or end of the school day. Unfortunately, it is unlikely that messages will be seen during the school day, **so if you have any messages regarding changes to pick-up arrangements or other urgent messages, please direct them to the school office** – the email address and telephone number can be found at the head of this letter.

Personal, Social and Health Education (PSHE)

Our PSHE topics for this term will first focus on citizenship, which will include an introduction to the justice system; learning about rights and responsibilities; learning about the impact of energy on the planet; and contributing to the community. Next, we will deepen our understanding of families, including marriage; learning that dealing with issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; and learning to appreciate our individual positive attributes. However, it may be that later in the term, depending on the needs of the class, it is necessary to substitute one of these topics for a unit which equips children to understand the emotional and physical changes of puberty. If this is the case, I can assure you that it will have been thoroughly considered and that you will be notified prior to any teaching.


Science

This term, the children will be investigating plant life cycles. Through this topic, the children will encounter the vocabulary of 'sexual reproduction' and 'asexual reproduction' in the **context of plants only**. The definitions used at this stage will be as follows: **sexual reproduction in plants involves two parents, which creates offspring which is similar (not identical) to each parent, whereas asexual reproduction in plants involves one parent only and creates offspring identical to this parent**. Later in the year however, during the Summer term, children will complete a science topic on human life cycles where they will discuss the changes from birth to old age, including aspects of reproduction and the physical and emotional changes experienced during puberty.



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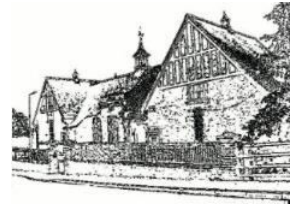
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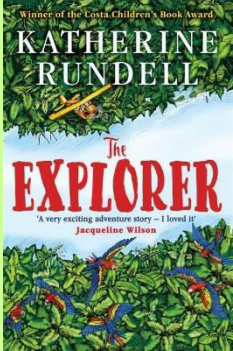
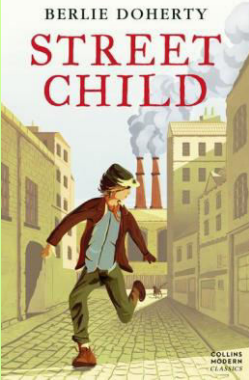


Now that the children have had a term to settle into their new year group and learn a plethora of new content, I am excited to see how they demonstrate that they can meet the high standards expected of them in year 5. As always, please do not hesitate to contact me with any questions. Finally, please consult the documents attached after this letter for more information regarding the curriculum.

Best regards,

Mr Forde

Y5 Writing Overview – Spring 2021/22

	Key Text	Genre: Text Type (Purpose)	Writing Focus	Grammar			
Spring 1	Katherine Rundell 'The Explorer' 	Fiction: Setting Description (Entertain)	<i>Writing a setting description using the Amazon rainforest as a stimulus.</i>	relative clauses	colons similes	semi-colons	
		Non-Fiction: Recount (Inform)	<i>Write a diary entry in role of a character from Katherine Rundell's 'The Explorer'.</i>	past tense verb forms	relative clauses	complex sentences	
		Non-Fiction: Balanced Argument (Discuss)	<i>Write a balanced argument discussing the topic of deforestation.</i>	conjunctions	modal verbs	relative clauses	complex sentences
		Poetry: Figurative Language (Entertain)	<i>Write a poem rich in figurative language using the Amazon rainforest as a stimulus.</i>	personification	similes	metaphors	
Spring 2	Berlie Doherty 'Street Child' 	Fiction: Character Description (Entertain)	<i>Write a character description of 'Grimy Nick' from Berlie Doherty's 'Street Child'.</i>	relative clauses	similes	metaphors	
		Non-Fiction: Non-Chronological Report (Inform)	<i>Write a non-chronological report about Victorian childhood.</i>	conjunctions	colon	relative clauses	
		Fiction: Historical Narrative (Entertain)	<i>Write a first-person narrative set in the Victorian era with a child as the main character.</i>	past tense verb forms	adverbials	relative clauses	colon
		Poetry: Limericks (Entertain)	<i>Write a limerick inspired by the works of Edward Lear.</i>	rhyme		rhythm	

Y5 Maths Overview – Spring 2021/22

Topics and Overviews	
Spring 1	Fractions
	<ul style="list-style-type: none"> • What is a fraction? • Equivalent fractions • Improper fractions • Mixed numbers • Number sequences • Comparing/ordering fractions less than 1 • Comparing/ordering fractions greater than 1 • Adding and subtracting fractions • Adding and subtracting mixed numbers • Multiplying fractions by an integer • Multiplying mixed numbers by an integer • Fractions of an amount • Fractions as operators
Spring 2	Decimals and Percentages
	<ul style="list-style-type: none"> • Decimals up to 2 decimal places • Decimals as fractions • Thousandths • Rounding decimals • Ordering/comparing decimals • Percentages • Equivalent fractions, decimals and percentages • Adding/subtracting decimals • Complements to 1 • Adding/subtracting wholes and decimals • Multiplying decimals by 10, 100 and 1000 • Dividing decimals by 10, 100 and 1000
	Properties of Shape
	<ul style="list-style-type: none"> • Angles • Comparing/ordering angles • Measuring angles • Angles on a straight line • Angles around a point • Triangles • Quadrilaterals • Regular and irregular polygons

Y5 Wider Curriculum Overview – Spring 2021/22

	Spring 1	Spring 2
Geography	The Amazon	n/a
History	n/a	Victorian Melton
Science	Life Cycles of Plants and Animals	Changes in Materials
Computing	Online Safety	Search Engines
PE	Gymnastics & Health-Related Fitness	Gymnastics & Netball
RE	If God is everywhere, why go to a place of worship?	If God is everywhere, why go to a place of worship?
PSHE	Families and Relationships*	Citizenship*
Art/DT	Prints inspired by the Amazon	Drawing/Painting – Landscape Changes
Music	Ukulele	Classroom Jazz – Improvising and Composing
French	Quelle-heure est-il?	Quelle-heure est-il?

**This topic may be substituted for a unit on the physical and emotional changes experienced during puberty, depending on the needs of the cohort. However, parents will be notified if any changes are to be made.*