Asfordby Hill Primary School

'Achieving High Standards in all that we do'

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Sycamore Curriculum Letter – Summer 2023

Dear Parents/Carers,

I'm sure you will be in agreement that now be the appropriate time to reflect on the year so far and to consider how far the children have come and all they have achieved; it feels like only yesterday they entered the classroom! Whilst we have worked incredibly hard all year, it is important that we keep up this momentum in the final stretch. Watch out… this is a busy term with a lot of extra-curricular activities, including both swimming and the production after half-term, and it will pass by us swiftly! I look forward to thoroughly enjoying the children's last term as year 5s – they have been excellent. I'll share the quote I shared at the beginning of the year; it is equally as important now as it was at the start of the year as we reflect on the progress they have made.

"… the difference between those who succeed and those who don't is not the brains they were born with, but their approach to life, the messages they receive about their potential, and the opportunities they have to learn".

Below you will find our curriculum overview. At the end of this letter (and assigned on Seesaw) are knowledge organisers for our imminent topics. I have found these to be a positive addition to the classroom and have had some positive feedback from you as parents. There is one for our geography topic (Carbon Footprints) and science topic (Materials). Please continue using these at home to consolidate the children's learning. Additionally, continue to use the Industrial Revolution knowledge organiser to make sure children are retrieving their prior learning. As always, please let me know if you would like a paper copy as opposed to accessing this on Seesaw.

	Summer 1	Summer 2
Geography & History	Carbon Footprint	Ancient Greeks
Science	Materials (Mixtures, Separation and Changes) & Animals (including Humans)	
Computing	Micro:bit	Search Engines
PE	Rounders, Athletics and Dance	Swimming, Dance and Health-Related Fitness
RE / French	Why do Hindus try to be good?	Les fêtes
DT	Construction & environmentally conscious meals	
Music	Ukulele/Singing	Ukulele/Singing/Appreciation
PSHE	Families and Relationships	Economic Wellbeing

Maths
Children will begin by consoldiating their learning with regard to decimals and applying their knowledge of the four operations (addition, subtraction, multiplication and division), including adding decimals with up to 3 decimal places and multiplying decimals by whole numbers. We will then delve into shape (exploring area and perimeter) and then into geometry, where we will be exploring angles: estimating their size, measuring them, drawing them, calculating angles on a straight line and calculating angles around a point. After children are secure with angles and have had time to reason and problem solve with this, we will delve further into geometry – specifically coordinates. This will involve children locating coordinates, translating coordinates, consolidating symmetry and applying this to a coordinate grid, and reflecting coordinates.

English
In English, children will begin by exploring one of my personal favourite books – Thomas Taylor's Malamander! We will focus on using language and grammar purposefully to build suspense and create vivid descriptions. We will also, inspired by our Carbon Footprint topic, be exploring non-fiction writing about this topic. After half term, children will be exploring Ancient Greece in their reading and writing lessons, including through the use of 'Who Let the Gods Out?' by Maz Evans. This book is a fabulous blend of humour, thrill, adventure and mystery, coupled with some fabulous characters – I am sure the children will love it as much as I do! Many of the children have been engrossed in the 'graphic novel'-esque Greek myth books in the classroom, so I am sure they will enjoy exploring these further.

PE
PE will continue to be taught on a Wednesday and a Thursday. Please ensure children arrive at school in their PE kit on these days. PE kit should consist of a red jumper, navy-blue t-shirt, dark, plain bottoms and suitable trainers ('Converse'-style trainers are not suitable for PE) I intend to use the field for PE this half-term, so appropriate footwear is vital. On PE days, earrings should be removed or, if unable to be removed, taped. Kit is available to purchase through Parent Pay if you wish to – please contact the office for further information. After half-term, ParentPay will be used to communicate updates in regard to swimming.

Personal, Social and Health Education (PSHE) and British Values
This term, we will continue with our learning on families and relationships - children will consolidate that dealing with issues can strengthen a friendship; explore the impact of bullying and what influences a bully's behaviour; and learning to appreciate our individual positive attributes. Then, they will explore what economic wellbeing is, specifically regarding money, spending and working, which will create ample opportunity for the exploration of the British values of the rule of law and individual liberty. We will also focus on our understanding of democracy and how this has changed since the development of democracy in Ancient Greece. Please be advised that (likely after half-term, but dependant on the needs of the class) children will be learning about the life cycles of humans in science, specifically in regards to puberty and the physical and emotional changes that occur during this time. This will be taught alongside the year 6 children and a letter will be sent out regarding this prior to any teaching.

As usual, please send me a message if you have questions, concerns or anything to celebrate. Additionally, if you have any messages regarding changes to pick-up, absences or lateness, please direct these to the office.

Thank you,
Mr Forde

Y5 Materials

States of Matter

GAS

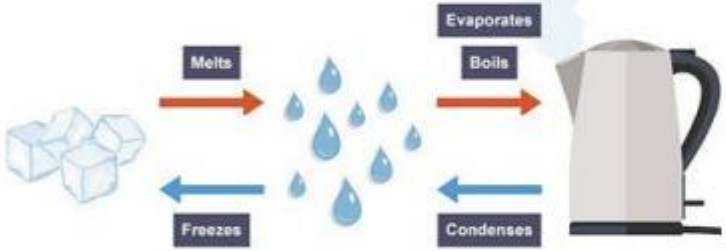
particles move freely and fill container

LIQUID

no defined shape, take shape of the container

SOLID

firm shape, particles are tightly packed



Properties of Materials

Magnetic

Soluble

Insoluble

Transparent

Impermeable

Permeable

Flexible

PRIOR VOCABULARY

solid	Firm shape or form that can be measured in length, width, and height not like a liquid of gas. Tightly packed molecules.
liquid	No defined shape, takes the shape of its container. Particles free to move over each other.
gas	Easy to compress, expand to fill containers and occupy more space than liquids or solids.
transparent	Able to see through it.
evaporation	The process of turning a liquid into a gas usually through heat. Can be used to separate a solution.
condensation	The process of turning a liquid into a solid usually through reducing the temperature.

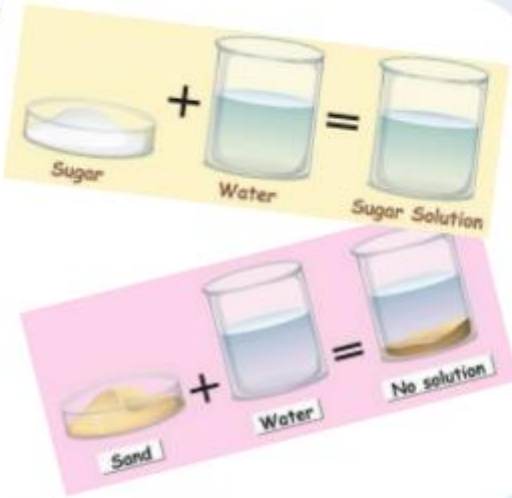
NEW VOCABULARY

soluble	Able to be dissolved in a liquid.
insoluble	Not able to be dissolved in a liquid.
solution	The product when a substance has dissolved in a liquid.
conductor	A substance that heat or electricity can pass along or through easily.
insulator	A substance that heat or electricity cannot pass along or through easily.
filtering	A process used to remove solids from a liquid in a mixture.
sieving	A process used to remove solids from a liquid in a mixture.
evaporation	The process of turning a liquid into a gas usually through heat. Can be used to separate a solution.
condensation	The process of turning a liquid into a solid usually through reducing the temperature.
reversible	Able to be changed back to the original form.
irreversible	Not able to be changed back to the original form.

Solutions and Dissolving

Some materials dissolve when you mix them with water. When it dissolves, it looks like it has disappears, but it hasn't – it has just formed a transparent liquid called a solution.

Things that can dissolve in water are called soluble, but things that can't are called insoluble.



Separating Mixtures

Filtering

sand and water

Sieving

rice/pasta and water

Separating Solutions

Evaporation

sugar/salt and water

Reversible Changes

Some changes to materials such as dissolving, mixing and changes of state are reversible – the original materials can be retrieved.

Irreversible Changes

Burning wood into ash, rusting and baking are irreversible changes as, often, a new material is formed – the original materials cannot be retrieved.

Y5 Carbon Footprints

Where do our resources come from?

Carbon Footprints

Carbon footprint is how much **carbon** goes into the air because of something done by humans (not nature). There are lots of things that contribute to our **carbon footprint**: **transport**, **waste**, **electricity**, **fuel**, **recycling** and much more. Too much carbon has a negative impact on the **environment** and contributes to **global warming**. There are many ways to reduce our carbon footprint; the most common way is to **reduce**, **reuse**, **recycle** and **refuse**. We can reduce our **carbon footprints** by driving less, use less **electricity** and consider where our food comes from.

Renewable Energy

Renewable energy is made from resources that nature will naturally replace, like **wind**, **water** and **sun**. Sometimes, **renewable energy** is called "clean energy" or "green energy" because it has a fair lower impact on the **environment**. The main sources of **renewable energy** are: **solar energy**, **wind energy**, **hydroelectric power**, **geothermal energy** and **biomass energy**. **Renewable sources** of energy are **sustainable**: they are endless, so we can rely on them for a much longer amount of time than **fossil fuels** (coal).

7 AFFORDABLE AND CLEAN ENERGY

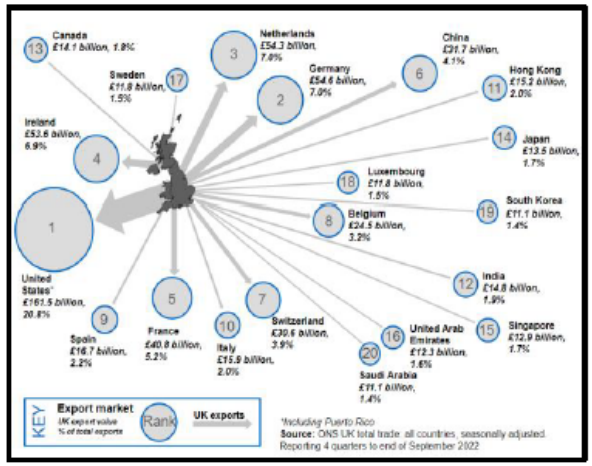
Clean energy is very important; it is so important that it is one of the UN Sustainability Goals

Importing, Exporting and Trade

The **natural resources** that are available are different across the world due to many different reasons, like having different **climates**. Because of this, **trade** (buying and selling things) is very important for countries. **Importing** is when one country buys things from another. The UK, for example, **imports** fruits which are hard to grow, like bananas and oranges. **Exporting** is when goods are sent/sold to other countries. The UK's biggest **trading partners** are the USA, Germany and China.

Food miles refer to the journey that food takes from where it is grown or produces to our plates. Reducing **food miles** is a great way to **reduce** our **carbon footprint**.

Where does the UK import from?



Fair trade

Fair trade means that farmers and producers in **less economically developed countries** receive a fair price for the goods they produce. There are many different products that are **Fairtrade**: bananas, chocolate, coffee and much more.

What might a Fairtrade lunchbox look like?

FAIRTRADE

VOCABULARY

carbon	Carbon is an important element that all life needs and is everywhere.
carbon footprint	The amount of carbon goes into the air because of humans' actions.
environment	The natural world as a whole, where all living things live.
global warming	The long-term heating of the Earth's surface.
renewable energy	Energy that is made from resources that nature will naturally replace, like wind, water and sun.
sustainable	Can be maintained (or carried on) for a long time.
fossil fuel	Non-renewable energy sources, like coal.
import	When one country buys goods from another.
export	When goods are sent/sold to other countries.
Fairtrade	Farmers and producers receive a fair price for goods they grow/produce.
conserve	Prevent the wasteful use of something.