Year 5 ES
Summer Term

Key Dates

Monday 6th May—May Day

Thursday 9th May— Forest School

Friday 17th May—KS2 Ball throwing final

Friday 24th May—Inspire Afternoon

Friday 24th May—Break up for half term

Monday 3rd June—Back to school

Tuesday 4th June—Class Trip

Monday 10th June—KS2 Sports Day

Tuesday 11th June—KS2 Sport Day reserve

Friday 14th June—Class trip to the new library

Monday 24th June—Whole school colour run

Friday 28th June—Art gallery

Friday 5th July—Reports home

Friday 5th July—Summer family fun night

Monday 8th July—Transition Day

Monday 8th July—Meet the new teacher 3.30pm

Friday 12th July—Prize giving

Monday 15th July—Bastille Day

Friday 19th July—finish at 2.30pm for the summer holiday.

Dear Parents and Carers,

Welcome back to the start of a brand new term at Bowmandale; I can't quite believe how fast this year has flown by, summer is almost here!

May I take this opportunity to say how much I've loved teaching your child this year and hope our final term together will be filled with lots of fun, laughter and fond memories.

Our last topic of the year is 'The Romans' and there are definitely plenty of 'Ruthless Romans' on the loose in our classroom. Information about some of the things we will be learning about this term is overleaf.

As always, be sure to keep an eye out on the app; I will keep you informed about your child's learning through weekly snaps of their fabulous achievements! Should you have any concerns or queries, please don't hesitate to get in touch.

Miss Singleton

Homework

Every Friday I will set tasks that are relevant to our classroom learning, with the expectation that children complete these by the Thursday of the following week.

In addition, I request that the children complete each of the following activities on a weekly basis:

- Reading either a school reading book or other reading material at least 3 times a week.

- Practise weekly spellings.

- Practise all times tables to support with mental mathematics.

PE

Indoor PE will be on a Monday and outdoor PE will be on a Thursday. However, please ensure that the children have their kit every day.

Class Book:

The Explorer — Katherine Rundell

School trip:

Roman workshop

Maths

I can convert between different units of metric measure
I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square metres and estimate the area of irregular shapes
I can estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
I can solve problems involving converting between units of time
I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations
I can measure angles in degrees: estimate and compare acute, obtuse and reflex angles
I can draw given angles, and measure them in degrees (○)
I can identify: angles at a point and one whole turn (total 360○)
I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180○)
I can identify other multiples of 90○
I can use the properties of rectangles to deduce related facts and find missing lengths and angles I can 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.
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
I can solve comparison, sum and difference problems using information presented in a line graph
I can complete, read and interpret information in tables, including timetables.

RE/ PSHE

In **RE** we will be focussing on Pilgrimage

In **PSHE** we will focussing on Living in the wider world through:

Researching, discussing and debating topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

Understanding that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Understand that the universal rights are there to protect everyone and have primacy both over national law and family and community practices

Knowing that there are some cultural practices which are against British law and universal human rights.

PE

Athletics (both indoor and outdoor) and gymnastics.

Music

Produce lyrics about a Roman solider, create a chorus and compose lyrics around it.

Literacy

Throughout the term, we will be looking at a range of genres. The content of the work within each genre will be linked with our topic of 'The Romans'.

Some of these genres may include, poetry, recounts, letters, stories and persuasive debates.

Please see the attached sheet that identifies the grammar points we may cover or recap on.

Science

-Animals

-Living things and their environment

Computing

We are artists
We are architects

Topic: The Romans

I can explain the spread of the Roman empire and recall key facts about the invasion of Britain.
I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.
I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.
I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.
I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.
I can explain what the Roman baths were and know about the different amenities they contained.