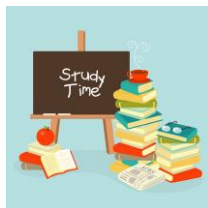


## Curriculum Overview

### Grade 5 - Term 3 Part 1 - 2019

This document is designed to give you an outline of some of the main teaching focuses over the coming weeks to the end of the first half of the spring term.

We will do our utmost to help your child achieve these goals. Your child's teacher is happy to discuss with you how best you can support your child with their learning and celebrate their achievements. We have added some additional ideas for support against each curriculum area.



### WHAT YOUR CHILD NEEDS TO BRING.

- 1) **PE Kit** – Brought in on a Wednesday and taken home on a Friday to be washed over the weekend.
- 2) **A healthy packed lunch or cutlery for obento and morning snack.**
- 3) **A named water bottle.**
- 4) **An old adult sized shirt** for art and science. This will remain in school unless sent home for cleaning.
- 6) On wet days a **raincoat and / or an umbrella**
- 7) **Communication Book** (please ensure that this is sent to school each day. It is to be used to contact the class teacher regarding educational issues).

### Homework

Homework will include one piece of English, Maths and Talk Time in addition to Japanese homework. Pupils will also have 10 spellings to learn each week which will be tested on Mondays.

Children should read at home each night and discuss the story with an adult.

Reading books can be changed on Friday in the media centre. We also have a class library.

Children will also be able to take four recreational library books home in addition to the school reading scheme.

Please note that homework is intended as reinforcement of what your child has learnt in class over the past week! If for any reason your child cannot complete their weekly homework, please just write a note of this in their communication book.

Should your child have any difficulty completing any tasks set, please inform Mr Warde or Mrs Frederick.

<b>English</b>	<p><b>Phonics, Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>Look at unfamiliar words, grammatical homophones, spelling strategies and synonyms and understand idiomatic phrases.</li> <li>To have strategies to be able to spell misspelt words.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>To express their opinion freely and to question ideas. To perform poetry.</li> <li>To develop and organise their ideas and extend their understanding.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To read and understand humorous narrative.</li> <li>To understand persuasive writing as in newspaper articles.</li> <li>To appreciate poetry when read individually or aloud.</li> <li>To read and understand suspense narrative.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write a narrative news story</li> <li>To write a suspense story.</li> </ul> <p><b>You Can: Help your child by encouraging them to read daily newspapers and watch news bulletins, giving their opinions on both.</b></p>
<b>Maths</b>	<p><b>Mental Arithmetic</b> Analyse all the possible outcomes. Apply appropriate averages.</p> <p><b>Number and Calculation</b> Know the average of data. Tables and graphs. Algebraic expressions</p> <p><b>Shape and Space</b> To get to know the tables and graphs that represent frequency distribution</p> <p>Units in Maths are revised and revisited each term. Children are given the opportunities to practice and extend skills. Practical maths activities allow children to gain a deeper understanding of the concepts taught and apply their mathematical and logical skills in real life situations.</p> <p><b>You Can: Look at round objects at home and talk about their area. Thinking about possibilities in your activities.</b></p>
<b>Home Economics</b>	<p><b>Family Life and Family Members</b></p> <ul style="list-style-type: none"> <li>Understand that importance of helping your family</li> <li>Researching your family tree</li> <li>Understanding the importance of respecting family members</li> </ul> <p><b>You Can: Discuss how you can help your parents with chores at home. Research your family tree.</b></p>
<b>Science</b>	<p><b>Electromagnets</b></p> <ul style="list-style-type: none"> <li>Understand how electromagnets work.</li> <li>Vary the strength of electromagnets by altering a range of factors.</li> </ul> <p><b>You Can: Observe electrical uses at home. Make your own electromagnets using wire, batteries and an iron core</b></p> <p><b>Pendulums and Forces</b></p> <ul style="list-style-type: none"> <li>Investigate relationships involving pendulums</li> </ul>
<b>Ethics</b>	<p>Assemblies on: G5Y Taking Pride in School January 25<sup>th</sup> G5G Good Living Habits February 8<sup>th</sup></p> <p><b>You Can: Discuss assembly stories at home.</b></p>

<b>Art and Design</b>	<p><b>A Sense of Place</b></p> <ul style="list-style-type: none"> <li>To create things by fostering an attitude of expression and appreciation of art.</li> <li>To consider the neighbourhood and environment and interact with the materials and location to make pieces of art.</li> </ul> <p><b>You Can: Visit an art gallery and look for works that show local images.</b></p>
<b>Music</b>	<p><b>Music Appreciation</b></p> <ul style="list-style-type: none"> <li>Understand and express characteristics and quality of a variety of musical compositions.</li> <li>Create simple musical pieces based on musical structures, using various sound sources.</li> </ul> <p><b>You Can: Discuss music you hear at home.</b></p>
<b>PE (Physical Education)</b>	<p><b>Orienteering and Adventure</b></p> <ul style="list-style-type: none"> <li>Develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments.</li> <li>To build trust and work as a team.</li> <li>To follow maps and trails and solve physical problems and challenges learning to work safely in a range of situations.</li> </ul>
<b>Social Studies</b>	<p><b>Broadcasting</b></p> <ul style="list-style-type: none"> <li>Know the roles of people that work producing television news and newspapers</li> <li>Understand how news is distributed globally.</li> <li>Begin to understand how advertising is used within the media.</li> </ul> <p><b>How Technology Helps Us</b></p> <ul style="list-style-type: none"> <li>Consider the technology available to people all around the world</li> <li>Understand how technology can be used to give incorrect information – and the dangers of this.</li> </ul> <p><b>You Can: Watch TV news reports and read newspapers from around the world. Consider which advert you see are effective and which are not.</b></p>
<b>Japanese</b>	<p><b>Kokugo:</b></p> <ol style="list-style-type: none"> <li>Kanji around 185 characters. (Reading, writing, and composing various idioms.)</li> <li>Reading explanatory sentences about comic books.</li> <li>Making Tanka about winter holiday.</li> <li>Making a presentation.</li> <li>Writing New Year Calligraphy.</li> </ol> <p><b>Japanese Studies</b></p> <ol style="list-style-type: none"> <li>G2~4 Kanji.</li> <li>Reading 1 fiction and 1 nonfiction stories</li> <li>Calligraphy</li> <li>Speaking and Listening Activities.</li> <li>Understanding of Japanese culture and events.</li> </ol>
<b>Creative Studies</b>	<p><b>Collaborative Science Work</b></p> <p>The students will be working in a collaborative manner using speaking and listening skills. They will be able to enhance their individual presentation for the school science fair.</p>
<b>ICT</b>	<p><b>Creating and editing media</b></p> <ul style="list-style-type: none"> <li>Plan different media projects.</li> <li>Use different devices to capture images and film.</li> <li>Edit and polish different media projects for an audience.</li> </ul> <p><b>You Can: Take photos and video at home. Talk about what makes an image good or bad.</b></p>