**Year 5 Our Work This Term -Summer Term**

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| **Subject** | **Areas studied** | **How to help your child at home** |
| **English** | Explanation  Space food machine for Tim Peake.  Narrative  Leon and the place Inbetween | Reading at home at least 3 times per week. Reading Diaries are checked on a Friday and should be signed weekly by a parent.  Encourage children to discuss what they have read. |
| **Maths** | Number – Decimals  Geometry – properties of shapes  Geometry – position and direction  Measurement- Units and capacity | Regularly complete Mathletics homework as this will help your child with Maths work they are struggling with.    Encourage children to demonstrate their working out and explain their mental methods.  Discuss some real-life problems that include addition, subtraction, multiplication or division. Children can go on to write their own word problems for each operation. |
| **Science**  C:\Users\Year 3\Desktop\Y5 2015-2016\Science\Science picture.gif | **Forces** | Questions at home:   * When is friction useful? * When is friction a disadvantage? * What if there was no friction? * How can we slow down a moving object? * How can you slow down the movement of an object through the air? |
| **History/**  **Geography** | **Ancient Mayans** |  |

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| **Computing**  **ICT.jpg** | Data and information – Flat-file databases | This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others. |
| **PE** | **Swimming**  **Dance- Rock and Roll** |  |
| **SMSC & RSE** | **Economic and Wellbeing** | Your children will being to develop an understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace. |
| **RE**  **Bible.png** | **Christianity- Churches** |  |
| **Art** | **Sculpture and 3D:**  **Interactive installation** | * To identify and compare features of art installations. * To investigate the effect of space and scale when creating 3D art. * To problem-solve when constructing 3D artworks. * To plan an installation that communicates an idea. * To apply their knowledge of installation art and develop ideas into a finished piece. |
| **Music** | Musical Theatre | * The children will be able to explain what musical theatre is and be able to recall at least three features of this kind of music. * Categorise songs as action songs or character songs. * Select appropriate existing music for their scene to tell the story of a journey. * Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. |