Year 5 Spring Term Newsletter

English

In English, we will be using the book Malala's Magic Pencil to write a biography. We will be focusing on the use of commas, linking ideas across paragraphs and using brackets, ashes or commas to indicate parenthesis.

Science

In science we will be looking at Earth and space. We will learn what planets are in the solar system and how they move around. We will be using various scientific skills such as: observation, recording and reporting and investigating

Maths

In maths, we will be focusing on fractions, decimals and percentages, perimeter and area and statistics. It is incredibly important that the children are still practising their times tables throughout the year.

Computing

In computing we will be using Scratch to create music.

PSHE

In PSHE we will be looking at Keeping Safe within the community and online.

Design Technology

We will be looking at designing and building a bridge using wood.

PE

PE – Monday and Fridays.
We will be doing yoga and fitness.

Geography

We will be learning about why oceans matter and visiting Formby beach to explore how littered our oceans are.

Homework

Homework is set on Friday and due on Wednesday. Please see Seesaw for details of your English and Maths tasks for the week. Please ensure you are reading every day and recording this in your reading diaries. Half termly projects are also available if you feel like a challenge.

RE

We will be exploring what the key features of Jewish worship and community are.

Music

We will be listening to and appraising old school hip-hop with a focus on The Fresh Prince of Bel-Air.

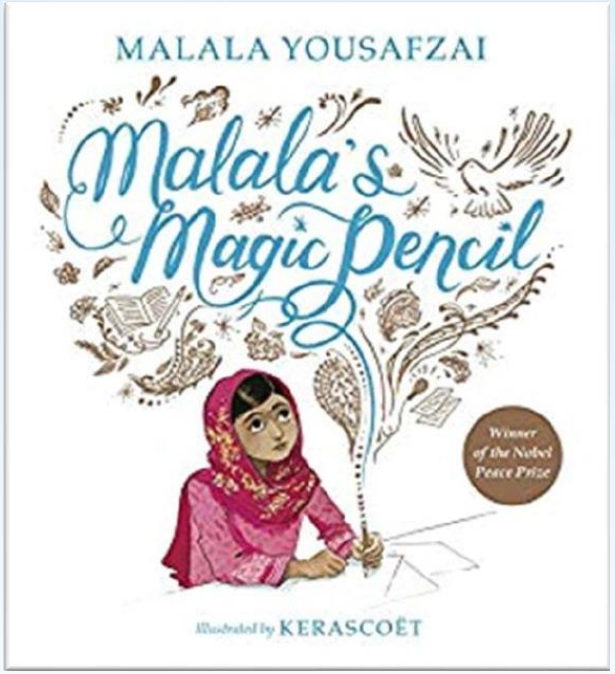
Spanish

We will be learning about clothing.

We hope that you have found our newsletter and knowledge organisers below useful. Please do not hesitate to contact Mrs Douglas if you have any questions.

English

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	***Mastery keys*** (year group national curriculum expectations)	***Feature keys*** (vocabulary, manipulating sentences and tense, structure)
• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Organise paragraphs around a theme • Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	• **Variety of verb forms used correctly and consistently** • **Use commas to clarify meaning or avoid ambiguity in writing** • **Link ideas across paragraphs using adverbials of time, place and number** • **Use brackets, dashes or commas to indicate parenthesis** Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	• Engage reader through use of description, feelings and opinions • Write in consistent tense using a range of verb forms • Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary • Use real life facts, including dates and place names • Use formal language appropriately



Fractions

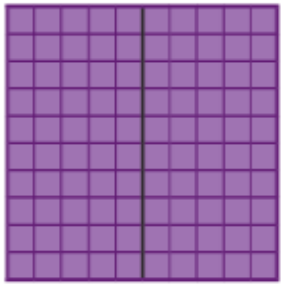
Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- whole
- equivalent
- mixed number
- improper fraction
- simplest form
- multiple
- common denominator
- common numerator

Equivalent Fractions

To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.



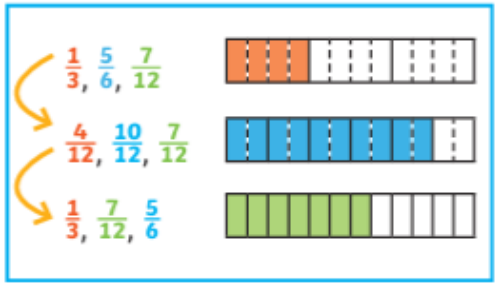
$\frac{1}{2} = \frac{5}{10} = \frac{50}{100}$

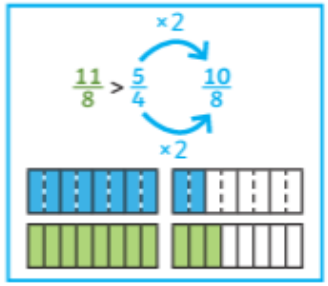
×5 ×10

×5 ×10

Compare and Order Fractions

We can compare and order fractions by using common denominators.





Mixed Numbers

Mixed numbers contain a whole number and a fraction.

whole → $2\frac{1}{4}$ ← fraction

Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$\frac{5}{3}$

Convert an Improper Fraction to a Mixed Number

$\frac{9}{4}$

$9 \div 4 = 2r1$ → $2\frac{1}{4}$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

Convert a Mixed Number to an Improper Fraction

Multiply the whole by the denominator to make an improper fraction.

$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$

Add the fractions together.

Fractions of Quantities

To find a fraction of a number, divide by the denominator and multiply by numerator.

To find quarters of 20:

20			
5	5	5	5

$\frac{1}{4}$ of 20 = 5 $\frac{2}{4}$ of 20 = 10 $\frac{3}{4}$ of 20 = 15 $\frac{4}{4}$ of 20 = 20

To find eighths of 56:

56							
7	7	7	7	7	7	7	7

$\frac{1}{8}$ of 56 = 7 $\frac{2}{8}$ of 56 = 14 $\frac{3}{8}$ of 56 = 21 $\frac{4}{8}$ of 56 = 28

$\frac{5}{8}$ of 56 = 35 $\frac{6}{8}$ of 56 = 42 $\frac{7}{8}$ of 56 = 49 $\frac{8}{8}$ of 56 = 56

Fractions — Knowledge Organiser

Adding and Subtracting Fractions

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

Add Fractions When the Total is Greater Than 1

$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$

Add Mixed Numbers

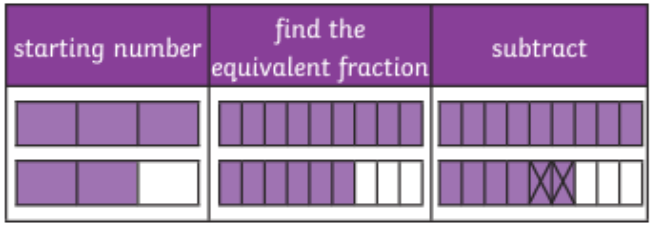
$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$

$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$

Subtract From a Mixed Number

$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$

starting number	find the equivalent fraction	subtract



Subtract from a Mixed Number - Breaking the Whole

$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$

Subtract Two Mixed Numbers

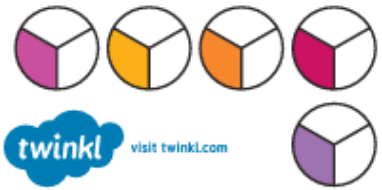
$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$

$2 - 1 = 1$

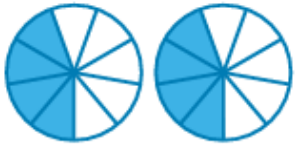
$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$

Multiply Unit Fractions by an Integer

$\frac{1}{3} \times 5 = \frac{5}{3}$



Multiply Non-Unit Fractions by an Integer



$2 \times \frac{4}{9} = \frac{8}{9}$

Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Use repeated addition.

$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Decimals

Knowledge Organiser

Key Vocabulary

- tenths
- hundredths
- decimal tenths
- decimal hundredths
- decimal equivalents
- part-whole model
- rounding
- decimal point
- place value

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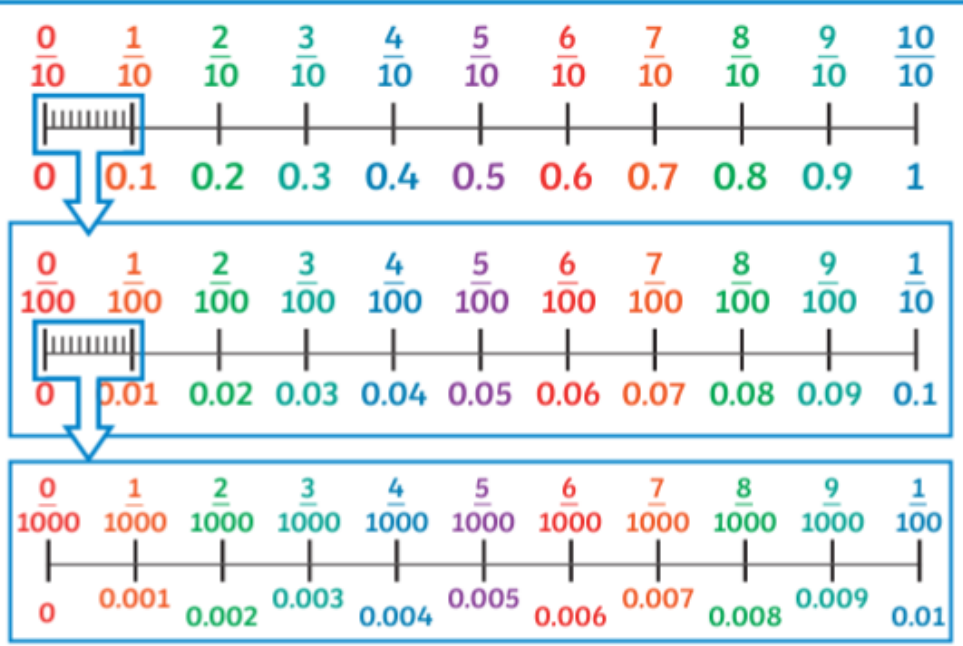
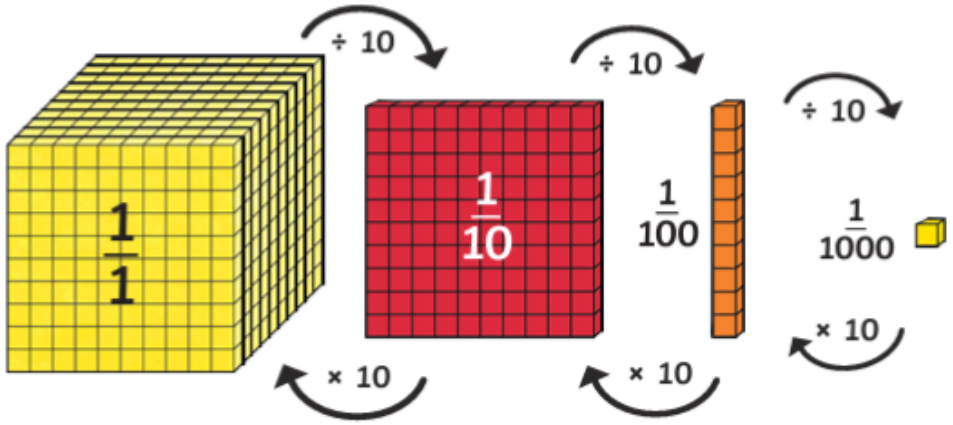
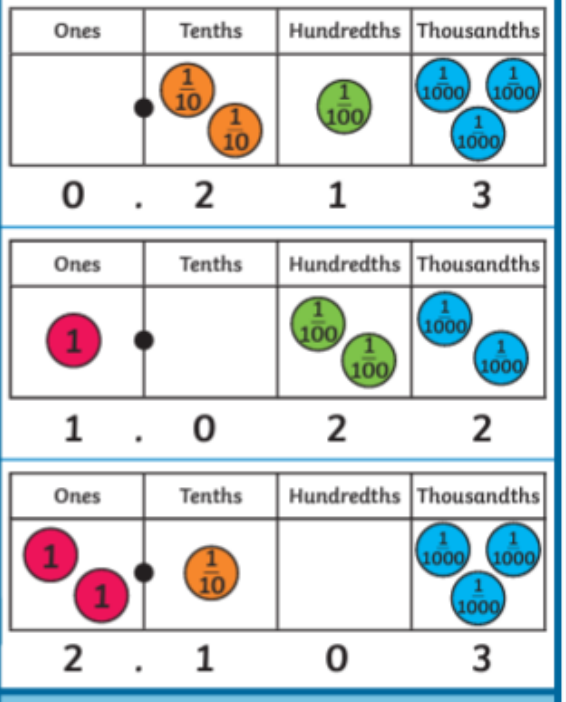
Tenths, Hundredths and Thousandths





Order and Compare Numbers with Three Decimal Places



Decimal Numbers as Fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

$$0.37 = \frac{37}{100} = \frac{3}{10} + \frac{7}{100}$$

Decimals

Knowledge Organiser

Multiplying and Dividing by 10, 100 and 1000

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	3	8		
3	8			

÷ 10 (3 8 → 3 8)

× 10 (3 8 → 3 8)

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	0	3	8	
3	8			

÷ 100 (3 8 → 0 3 8)

× 100 (0 3 8 → 3 8)

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	0	0	3	8
3	8			

÷ 1000 (3 8 → 0 0 3 8)

× 1000 (0 0 3 8 → 3 8)

Adding and Subtracting Decimals

0.8 + 0.001 = 0.801

1.031 - 0.23 = 0.801

0.4005 + 0.4005 = 0.801

Rounding Decimals

1 ← 1.1 1.2 1.3 1.4 | 1.5 1.6 1.7 1.8 1.9 → 2

If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

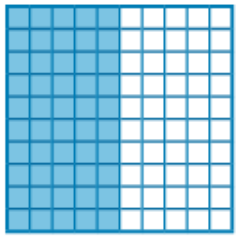
If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.

1.1 ← 1.11 1.12 1.13 1.14 | 1.15 1.16 1.17 1.18 1.19 → 1.2

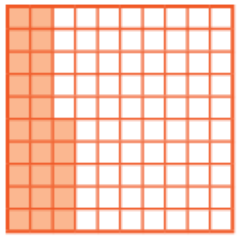
If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

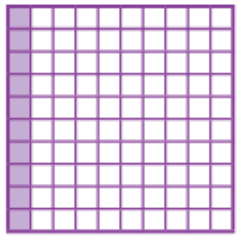
Percentage and Decimal Equivalents



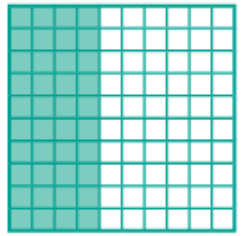
$50\% = \frac{50}{100} = \frac{1}{2} = 0.5$



$25\% = \frac{25}{100} = \frac{1}{4} = 0.25$



$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$

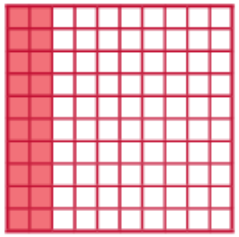


$40\% = \frac{40}{100} = \frac{2}{5} = 0.4$

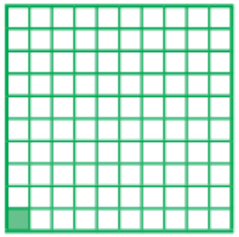
Crossing the Whole

0.82 + 0.63 = 1.45

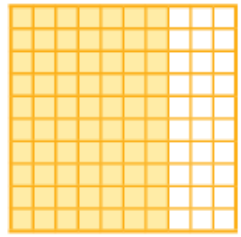
2.531 - 0.6 = 1.931



$20\% = \frac{20}{100} = \frac{1}{5} = 0.2$



$1\% = \frac{1}{100} = 0.01$



$70\% = \frac{70}{100} = \frac{7}{10} = 0.7$

Length, Perimeter and Area

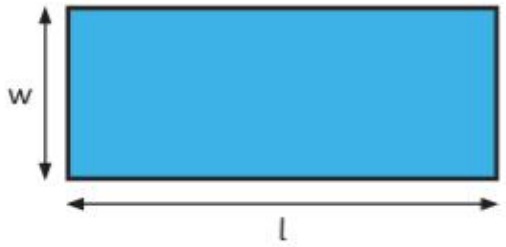
Knowledge Organiser

Key Vocabulary

- metre
- kilometre
- perimeter
- length
- width
- rectangle
- rectilinear
- dimensions

Measure Perimeter

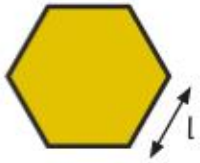
Measure the perimeter of a rectangle:



Measure the length (l) and width (w).

Perimeter = l + w + l + w or (l + w) × 2

Measure the perimeter of regular shapes:



Measure the length (l) and count the number of sides (s) on the shape.

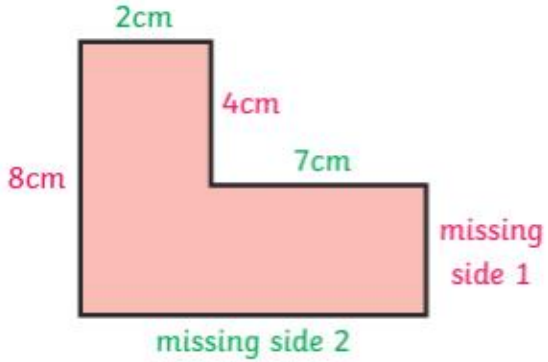
Perimeter = l × s

Measure the perimeter of irregular shapes:

Measure the length of each side and add them together.

Calculate Perimeter

Calculate the missing sides of this rectilinear shape to find the perimeter:



** This shape is not drawn to the dimensions specified.*

Missing side 1 + 4cm = 8cm,
so missing side 1 = 4cm.

Missing side 2 = 2cm + 7cm = 9cm

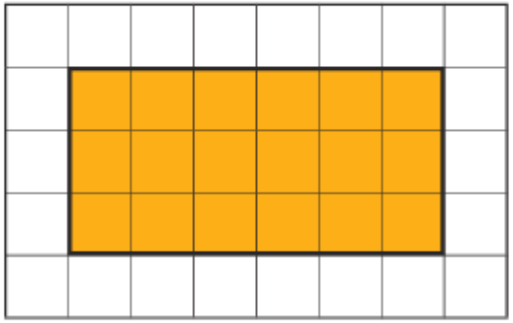
Perimeter = sum of all sides =
2cm + 4cm + 7cm + 4cm + 9cm + 8cm = 34cm

Length, Perimeter and Area

Knowledge Organiser

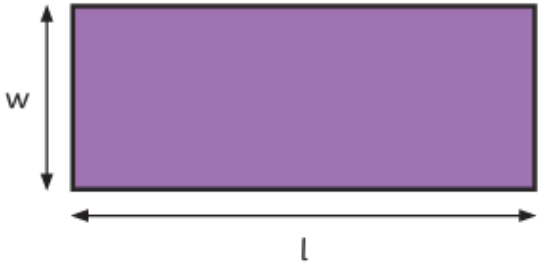
Area of Rectangles

The area of a rectangle on a grid:



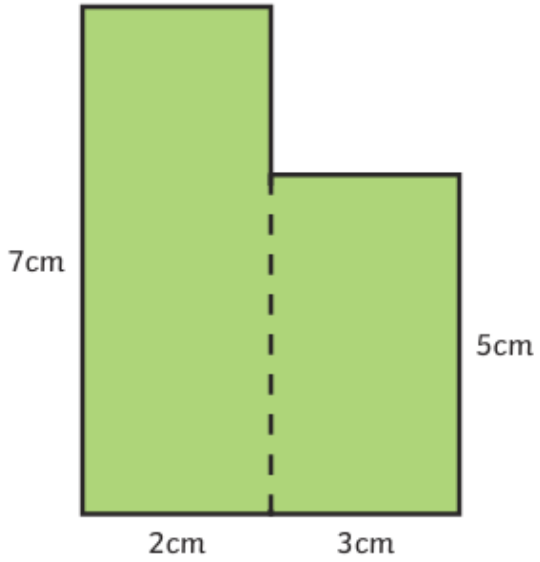
Multiply the length × width
= 6 × 3 = 18 squares.

The area of a rectangle = length (l) × width (w).



Area of Compound Shapes

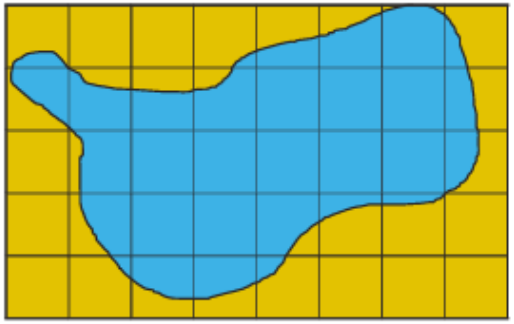
To find the area of a compound shape, divide the shape into rectangles with known dimensions:



Area = 7cm × 2cm + 3cm × 5cm
= 14cm² + 15cm²
= 29cm²

Estimating Area

To estimate the area of an irregular shape, find the number of whole squares plus squares where more than half is covered.



Whole squares = 10
Squares where more than half is covered = 10

Estimate of area = whole squares + part squares

= 10cm² + 10cm² = 20cm²

*There are other ways to estimate the area of irregular shapes.

Statistics

Knowledge Organiser

Key Vocabulary

- axis
- continuous data
- horizontal
- data
- interpret
- label
- line graph
- maximum value
- minimum value
- pattern
- predict
- relationship
- represent
- scale
- survey
- table
- tally
- timetable
- vertical
- x-axis
- y-axis

Reading and Understanding Tables

A table to show ticket prices at a local cinema.

Ticket Type	Weekday Price	Weekend Price
Adult	£6	£7.50
Child	£4	£4.50
Student	£5.50	£6

In order to understand the data presented in a table, you must read the **table's title** and the **headings**. Remember to always look at the heading that **each piece of information** falls under.

Completing Tables

Here is a table showing the favourite drink flavours of some children.

	Boys	Girls	Total
Orange	8		18
Blackcurrant		6	
Total	15		

To find how many boys voted for blackcurrant, look at the total number of boys who voted and subtract the number of votes for orange.

To find how many girls voted for orange, look at the total number of votes for orange and subtract the number of votes from boys.

To find the total number of votes for blackcurrant, the total number of girls or the total number of voters, simply add up the values from the appropriate row or column.

Timetables

Here is a bus timetable:

Bus stop locations	Three different buses		
Mill Road	0726		0842
High Street	0729	0803	
Pitsmoor Road	0759	0833	
Fulwood	0845	0919	0946

The bus starts at this time and location.

The bus does not stop here.

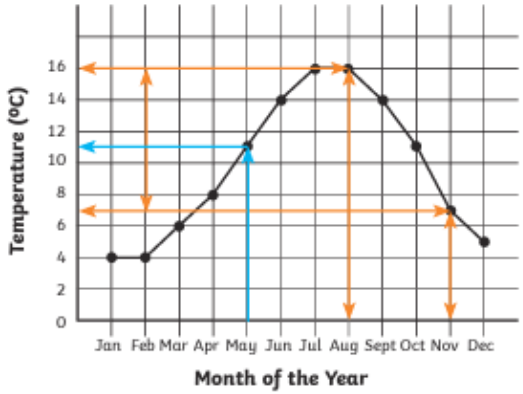
The bus terminates at this time and location.

Read and Interpret Line Graphs

Here is a line graph showing the average temperature for each month.

The y-axis shows temperature in intervals of 2°C on a scale of 0°C to 16°C.

The points show the average temperature for each month.



The x-axis shows the months of the year.

Use Line Graphs to Solve Problems

To find the average temperature in May, follow the arrow up from May and across to the temperature. As this is halfway between 10°C and 12°C, the average temperature in May is 11°C.

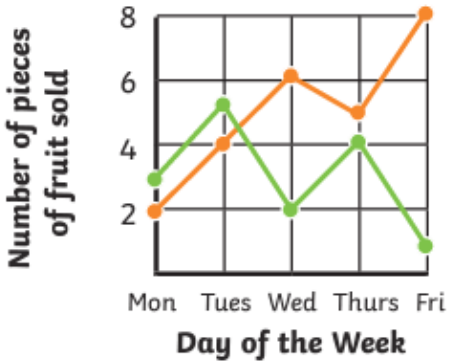
To find the difference between the average temperatures in August and in November, find the temperature for each month and calculate the difference between the two. The shape of the line graph can show how the temperature changed. he average temperature falls 9°C from August to November.

Draw Line Graphs

Here is a table showing the number of different types of fruit sold each day.

	Bananas	Apples
Mon	2	3
Tues	4	5
Wed	6	2
Thurs	5	4
Fri	8	1

This graph can be used to represent the data from the table.



Mark each point for the number of bananas sold each day and join each point with a line.

Mark each point for the number of apples sold each day and join each point with a line.

Key Vocabulary	
heliocentric	The modern model of the solar system, which places the Sun at the centre
geocentric	The old solar system model, which thought the Earth was at the centre.
solar system	The name for the Sun and all planets and objects that orbit it.
astronomy	The study of space, planets and the universe as a whole.
terrestrial planet	The name given to the four inner rocky planets - Mercury, Venus, Earth and Mars.
gas giants	The name given to the four outer planets - Jupiter, Saturn, Uranus and Neptune.
axis	The (imaginary) line which a planet rotates around and tilts on.
orbit	The path of a celestial object around another, such as Moon around the Earth.
moon	A body which orbits a planet; also called a natural satellite.
phase	The appearance of a Moon or planet, according to the amount of illumination.
waxing	the name given to Moon phases when the Moon is becoming brighter
waning	the name given to Moon phases when the Moon is becoming darker

The Solar System

Mercury
Venus
Earth
Mars
Jupiter
Saturn
Uranus
Neptune

Copernicus developed the heliocentric theory that the sun was at the centre of the solar system. The planets orbit the sun in a circular pattern. Each planet has its own characteristics and features. The four inner planets are the rocky terrestrial planets. The four outer planets are the gas giants.

Prior Learning - sticky Knowledge I have...

In the UK, there are four seasons each year. They are autumn, winter, spring and summer. In spring, the weather starts to get warmer. Leaves begin to grow and some trees may blossom. In summer, the weather gets hotter. Days in summer have the most daylight hours. Trees are full of leaves and there are lots of flowers. The weather includes the temperature outside, how windy it is and rainfall. Daylight is when it is light outside. The amount of daylight changes with each season.

What I will learn - new sticky knowledge...

1. **What is the solar system? (Identifying and classifying)**

The solar system is a vast system of celestial objects that includes the Sun, planets, moons, asteroids, comets, and other objects. There are 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

2. **What is the heliocentric model? (Recording and reporting)**

The heliocentric model of the solar system is a model that places the Sun at the centre of the solar system and the planets orbiting around it. This is in contrast to the geocentric model, which placed the Earth at the centre of the universe with the planets and other celestial objects revolving around it.

3. **How does the Earth move in space? (Observation)**

The Earth rotates on its axis, which is an imaginary line that runs through the planet from the North Pole to the South Pole. The rotation of the Earth takes approximately 24 hours.

4. **Why do we have day and night? (Investigating)**

The Earth's rotation is the spinning of the planet on its axis, which causes day and night as different parts of the Earth are exposed to sunlight at different times.

5. **How does the Moon move in space? (Questions)**

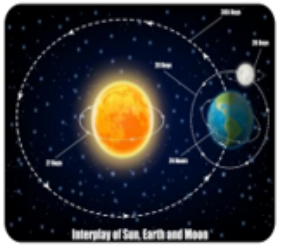
There are eight phases of the moon. Waxing is when the Moon becomes brighter, and waning is when the Moon becomes dimmer.

6. **How do the planets differ? (Reporting and recording)**

Planets have different properties because they are different distances away from the sun, are different sizes, and are made up of different stuff from the Earth.

Earth's movement

The Earth spins on its axis and completes a full rotation every 24 hours. The Earth is constantly rotating and orbiting the Sun - which takes 365 days. As the Earth rotates, it faces towards and away from the Sun. This creates the day and night cycle.



Challenge

Kayleigh says, "The Sun is moving across the sky because it is travelling away from us."

Is Kayleigh correct? Explain your thoughts.

Design and Technology – Structures: Can you design and build a bridge?

Year 5

Key Vocabulary

Arch bridge	A bridge which is built with a curved arch.
Beam bridge	A bridge which is built with horizontal beams and vertical pillars.
Suspension bridge	A bridge which is supported by vertical cables and suspended by cables which run between pillars that are connected onto either end of the bridge.
Truss bridge	A bridge which is built from a series of triangular beams.
Reinforce	To make a structure or material stronger, especially by adding another material/element to it.
Coping saw	A saw with narrow D-shaped metal blades.
Tenson saw	A saw with a flat blade.
Bench hook	A tool which hooks onto the edge of a workbench.

Key Questions

1. Can I explore how to reinforce a beam (structure) to improve its strength?
2. Can I build a spaghetti truss bridge?
3. Can I build a wooden truss bridge?
4. Can I complete, reinforce and evaluate my truss bridge?

Challenge

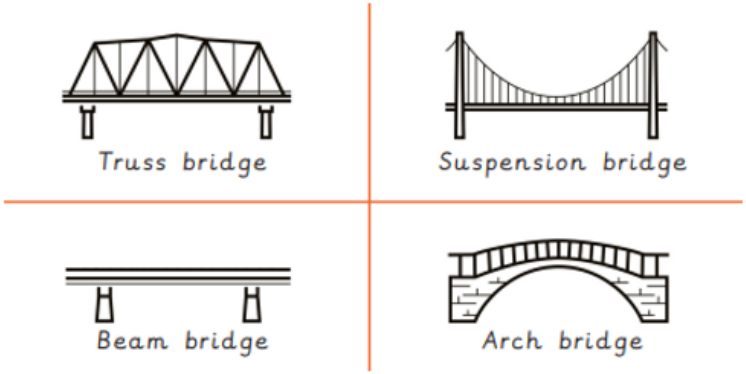
Describe the difference between a beam bridge and an arch bridge.

Prior Learning – sticky Knowledge I have.

A design specification is a list of success criteria for a product. A paper net is a flat 2D shape that can become a 3D shape once assembled. Structures must be strong and stiff. Wide and flat based objects are more stable. A façade is the front of a structure.

What I will learn – new sticky knowledge.

1. Reinforcing corners can strengthen a structure.
2. Triangles can be used to reinforce bridges.
3. A bridge must withstand the weather conditions and temperature changes outdoors without leading to weakness. Properties are words that describe the form and function of materials. There are two main types of wood: hardwood and softwood. Every tree is different, but deciduous trees (leaf shedding) can be considered hardwood and coniferous trees (needles, evergreen) softwood.
4. Designers can experiment with applying a small amount of pressure to their bridge and identifying areas which look particularly weak. They can then reinforce any joints.



Safety rules for using a saw include: fix the wood in a vice, hold the saw with one hand, place the other hand on the table away from the saw, gently pull the saw back before sawing and keep the saw straight.

Geography – Why do Oceans matter?

Year 5

Key Vocabulary	
Current	The movement of a large area of sea water driven by the wind, gravity and water density.
Habitat	A natural home of a plant or animal.
Coral Reef	A large rock structure in the ocean formed by coral.
Marine	Relating to the ocean.
Erosion	The wearing away of the land by forces such as water, wind, and ice.
Ecology	The study of the relationships between living things and their surroundings, or environment.
Overfishing	The number of fish decreases as a result of extreme amount of fishing.
Microplastics	Tiny pieces of plastics created from plastic waste
Single-Use Plastic	Plastic only used once then thrown away.
Disposable	Made to be thrown away after use.

Challenge

Why are oceans important to the physical and human world?

Prior Learning – sticky Knowledge I have.

In Year 4, children learnt about rivers and how they are used. They learnt the course of a river, some major rivers in the location, how they are used and human and physical features around rivers.

What I will learn – new sticky knowledge.

1 – How do we use our oceans?
Our oceans are useful as they are homes to many creatures; provides food and jobs for humans; is used for fun activities; absorbs carbon dioxide and is a source of renewable energy through waves and tides.

2 – What is the Great Barrier Reef?
The Great Barrier Reef is a gigantic coral reef located off of Australia's North-Eastern coast. It is the world's largest natural wonder and can be seen from space.

3 – Why are our oceans suffering?
Human activity harms coral reefs and oceans, these include: coral bleaching, plastic pollution, overfishing and climate change.

4 – What can we do to help our oceans?
We can help keep our oceans and beaches healthy by avoiding buying single-use plastics; recycle any plastics where possible; re-use or re-purpose items; try to use natural fertilisers in gardens and walking or cycling if you can.

5 & 6 – How littered is our marine environment?
Ocean plastics can harm marine life. Animals can become entangled in fishing nets and plastic rings. Plastic is also accidentally eaten by many species, including sea turtles, which may mistake plastic bags for jelly fish. Microplastics are particularly dangerous.

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We are Aspirational Leaders: Responsibility and respect - Creativity, innovation and curiosity - Confidence and resilience

Key Vocabulary

bystander	Someone who sees something wrong and doesn't act
cyberbullying	use of the internet, mobile phone or other technology to bully another person
abusive	Hurtful or unfair language
block	Stop people seeing your posts
dilemma	A difficult choice
vaping	inhaling nicotine into the lungs
addictive	Hard to give up even though harmful
lobbying	a group tries to persuade someone in Parliament to support a policy
Peer pressure	feeling like you have to do something because people around you want you to

Key Questions

1. What is cyberbullying?
2. What are the risks of the internet?
3. What is peer pressure?
4. Why do people give dares?
5. What is vaping?
6. What are the risks of smoking or vaping?

Challenge

A friend tells you not to be friends anymore with one of your other friends. What will you do?

Prior Learning – sticky Knowledge I have.

A Danger will definitely cause harm, a hazard could cause harm and a risk is an action which is taken in a hazardous situation. A dare is when someone asks you to do something risky. When feeling unsafe we should listen to our feelings and tell a trusted adult or friend, or just say no. Pictures posted online and on social media can be copied and shared without your permission. Medicines have labels that explain how to take the medicine and the correct dose to avoid misuse. Labels tell us what drugs are used and potential risks. Never share personal information online. Do not accept friend requests from people that you do not know. When unsure, check with a trusted adult.

What I will learn – new sticky knowledge.

1. Cyberbullying is the use of the internet, mobile phone or other technology to bully another person by sending abusive messages, sending embarrassing photos end excluding others.
2. Risks on the internet are misinformation, too much screen time impacting healthy life style, cyberbullying and contact with dangerous people. Never share personal information, talk with strangers. Always use passwords.
3. Peer pressure means feeling like you have to do something because people around you want you to or expect you to. It might be to make someone else happy or to fit in with a new group.
4. Sometimes dares can encourage us to be brave or have fun. Sometimes they are for other people's fun. Real friends would not ask you to do anything that made you feel uncomfortable
5. Liquid nicotine, in different flavours, is heated to produce a vapour that people inhale but the risks are not yet fully known.
6. Health risks associated with smoking include heart disease, lung cancer, stroke and asthma. Recent research indicates that vaping can affect a person's cells within their immune system and cause lung disease.

RE – Believing: What are the key features of Jewish worship and community?

Judaism | Year 5

Key Vocabulary

siddur	Jewish prayer book
hostility	Verbal or physical aggression
Holocaust	The killing of millions of people by Nazi Germany during WWII
kippah	Small cap to cover the head as a sign of respect
tallit	Prayer shawl with 5 tassels to represent the 5 books of Moses
tzedakah	Charitable duty in Judaism
rabbi	Jewish faith leader
cantor	Person who leads prayers
congregation	Gathering of people

Key Questions

1. How has Jewish history been difficult?
2. What is the significance of prayer in Judaism?
3. How do Jews celebrate reaching adulthood?
4. How does belonging to this community affect Jews' actions?
5. How is faith expressed through worship?
6. Visit to a synagogue

Challenge

Do you think everyone should have to give 10% of their earnings to charity? What would life in this community be like?

Prior Learning – sticky Knowledge I have.

Y3 Believing – What do Jews celebrate?

Judaism is one of the oldest world religions. It is a monotheistic religion and began with Abraham. The Passover is a festival of freedom lasts for 7-8 days and Jews share a special Seder meal. Families retell the story of Moses leading the Israelites from slavery in Egypt. During Sukkot, Jews remember how the Israelites wandered in the desert for 40 years and that God is the only protection that they need. During the fun celebration of Purim, Jews remember the story of Esther and how they were saved from extermination. Hanukah celebrates the story of Jewish people who refused to go against their faith despite facing death. Rosh Hashanah is the Jewish new year celebration and celebrates Adam and Eve's birthday.

What I will learn – new sticky knowledge.

1. Jews have had a difficult history. In the middle ages they faced hostility as they were blamed for the death of Jesus and during WWII Adolph Hitler wanted to eliminate Jews entirely leading to 600,000 Jewish deaths during the Holocaust.
2. Prayer is an important part of worship and Jews pray three times a day. They read prayers and ask God for forgiveness., praise God or make requests.
3. At the age of 13 boys have a Bar Mitzvah. At the age of 12 girls have a Bat Mitzvah. This is a cause for celebration. It marks the end of a parents religious responsibility for their child.
4. The World Jewish Relief is a charity to help those most in need. In Judaism giving to charity isn't just a nice thing to do but it is doing what is fair. It is a duty and Jews give 10% of earnings to charity.
5. In Hebrew the word Rabbi means master. They spend years studying the Torah so they can pass their knowledge to others. The cantor leads the congregation in prayers. The Torah will be read in full over the year. The star of David is an important Jewish symbol.

World Religions and Justice

There are many stories about **justice** from different world religions. These help believers think about what is reasonable and what is fair. The ideas about **justice** sometimes vary from story to story.

Bar Mitzvah

In the Jewish faith, once boys reach 13 years old, they become responsible for their actions. Boys must commit to learn to read the Torah in Hebrew as part of the ceremony.

Bat Mitzvah

When Jewish girls reach 12 years old, they become responsible for their actions. Girls must also recite the Torah in Hebrew and practise every day to make sure they get it right.

International Learners: Diversity and mutual respect – Sustainability and ecology – Community and collaboration

Spanish – Clothes

Year 5

Key Vocabulary	
un pantalón	trousers
un jersey	a jumper
un pantalón corto	shorts
una camiseta	a tshirt
un vestido	a dress
una falda	a skirt
una camisa	a shirt
unos calcetines	socks
unos zapatos	shoes
unas zapatillas	trainers
grande	big
pequeño / a	small
viejo/a	old
bonito/a	beautiful

Prior Learning – sticky Knowledge I have.

I can understand and say some colours.
I can understand and say numbers 1 – 10.
I can identify masculine and feminine nouns.

What I will learn – new sticky knowledge.

I can say nouns for items of clothing.
I can read descriptive sentences with nouns and colour adjectives.
I can use adjectives and nouns to write descriptive sentences.

Grammar
When we want to say "**some**" with a plural noun we say and write "**unos**" or "**unas**".

Grammar
Some adjectives change the spelling to match the noun:
Una camiseta **vieja**
Un jersey **viejo**

Question and Answer Bank
¿Qué llevas? What are you wearing?
Llevo... I am wearing/ I wear.....

Challenge

Can you design an outfit for your best friend?

We are international learners

Computing - Music

Year 5

Key Vocabulary

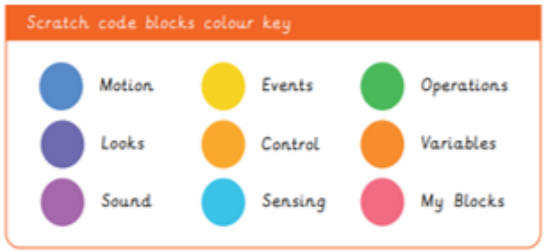
Basic commands	The simplest instructions that can be used..
Live loop	Like loops, but instead of repeating a number of times, they go on forever. You can also have multiple running at the same time.
debug	To remove and repair the error or mistake in computer code
pitch	A musical term which refers to how high or low a note is.
error	A mistake or a fault in software.
rhythm	A musical term that refers to the 'pattern' of long and short notes.
Program language	The particular library of code which a piece of software is written in, for example Java and C++
Sprite	A set order or pattern for something to follow.
Tempo	A musical term which refers to the speed of the music.
timbre	A musical term which refers to the characteristic trait of a sound.

Prior Learning – sticky Knowledge I have.

Scratch is a programming language with different functions, that lets you build interactive games and animations.
Loops can improve programming. Decomposition simplifies programs.
An existing code can be remixed and adapted.

What I will learn – new sticky knowledge.

Combining computational thinking skills can help you to solve a problem.
Pattern recognition means identifying patterns to help them work out how the code works.
Algorithms can be used for a number of purposes e.g. animation, games design etc.
A soundtrack is music for a film/video and that one way of composing these is on programming software.
Loops can make the process of writing music simpler and more effective.



Challenge

In what ways is writing with code on a computer easier than using a musical instrument?