



Year Five: Explore

Project Question:

How can we overcome challenges facing our world?

Project Values:

Courage	The ability to face fear or danger.
Aspiration	A goal, aim or ambition.
Duty	Something that people should do because it is right or fair.
Responsibility	Something it is your job or obligation to do.
Vision	What you imagine or hope for the future.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





Year Five: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

1. Number: Multiplication and Division (3 weeks)

- Multiplying 4 digits by 1 digits
- Multiplying by a 2 digit number (area and grid methods)
- Multiplying by 2 digits using a compact written method
- Dividing by 1 digit
- Dividing with remainders.

x	20	2
10	200	20
3	60	6

We begin with grid multiplication before moving onto a short written method.

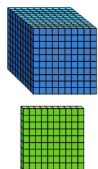
	Th	H	T	O
x	3	6	7	
1	8	3	5	(367 × 5)
7	3	4	0	(367 × 20)
9	1	7	5	

Division with remainders

$$\begin{array}{r} 0663r5 \\ 8 \overline{)5309} \end{array}$$

3. Number: Decimals and Percentages (3 weeks)

- Place value of decimals to 2 and 3 decimal places
- Equivalence between fractions and decimals
- Comparing and ordering decimals
- Rounding to the nearest whole number and to 1 decimal place
- Percentages as fractions
- Equivalence between fractions, decimals and percentages



represents 1 whole



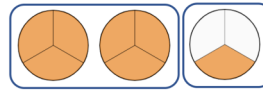
represents 0.01



represents 0.001

2. Fractions (2 weeks)

- Multiply a fraction by a whole number
- Multiply mixed numbers by whole numbers
- Calculate a fraction of a quantity
- Find a fraction of an amount

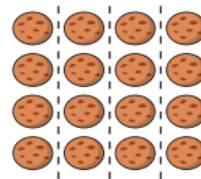


$$\frac{7}{3} = 2\frac{1}{3}$$

Improper fractions and mixed numbers show us when we have a value greater than 1 whole.

Dora is sharing 16 cookies between 4 friends.

She needs to find $\frac{1}{4}$ of 16



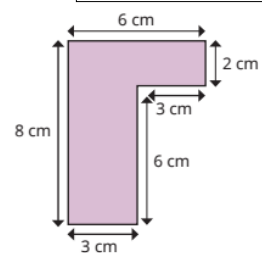
I put my 16 cookies into 4 equal groups.
 $\frac{1}{4}$ of 16 = 4



4. Measurement: Perimeter and Area (2 weeks)

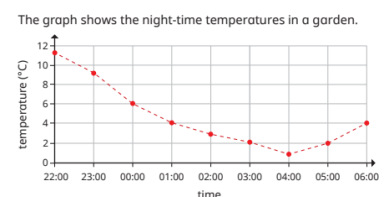
- Perimeter of rectangles
- Perimeter of rectilinear shapes (shapes with straight lines and right angles)
- Perimeter of polygons
- Area of rectangles and compound shapes

A rectilinear shape:



5: Statistics (2 weeks)

- Reading, interpreting and drawing line graphs
- Reading and interpreting tables and time tables.

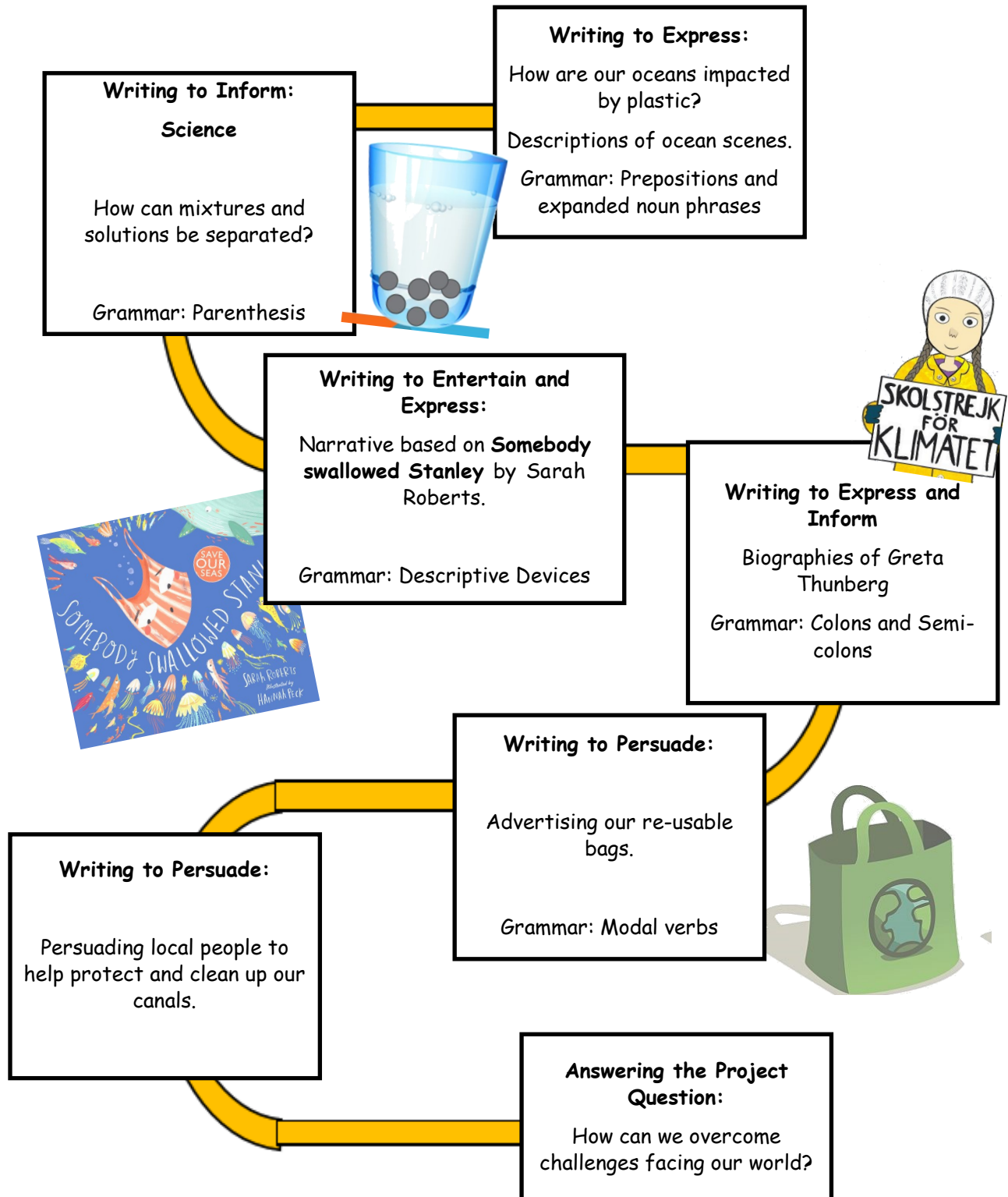




Year Five : English

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learn-





Year Five : Explore

These are some of the important words we will be learning about during this project.

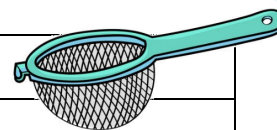
RE	Geography	Design and Technology
Hinduism Dharma Karma Moksha Atman Trimurti Brahman	Describe Interpret Analyse Evaluate Grid reference Ordnance survey Sustainability Globe Atlas Equator Hemisphere Tropics Arctic Antarctic Ocean Current Country City Canal Trade Industrial Revolution Industry Transport	Design Describe Analyse Evaluate Textiles Template Stitch Iron-on Strengthen Seam allowance Target consumer Cross-sectional Exploded diagram Prototype Template



Year Five: Explore Science



Properties of Materials



What is plastic and why is it such a problem in our oceans? We find out about the properties of different materials and how they behave when they are put in water. We investigate the challenges of separating solids from liquids in solutions and mixtures and consider what this means for our oceans.

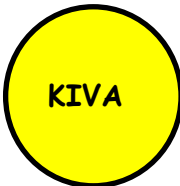




Important Vocabulary: soluble, insoluble, mixture, solution, evaporate, filter, dissolve, micro-plastic

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



KIVA & Anti-Bullying	No Outsiders	E-Safety
<p>KIVA means kind and we intend that all of our children will learn to be kind and recognise kindness in others and that they will use this learning to become positive members of our school and the wider community. Through progressive learning we will ensure that all children are aware of their own rights and responsibilities as members of the St Mary's family.</p> <p>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none">1. To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.2. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none">• How to heal a broken wing• And Tango makes Three	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none">• Online Reputation• Privacy and Security
		

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



Year Five : Explore



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Find news articles about plastic pollution.



Write it...

Create a short project or powerpoint about plastic pollution and the damage it is causing to the planet.



Draw it...

Paint or draw an image of the planet and consider all the way in which it is special. Think about how we can improve the planet and look after it. This message can be presented in your art.



Make it...

Make a container which could be used to carry ingredients instead of plastic packaging.



Visit it...

Visit the Clean Kilo (plastic free shop) in Bournville.



Memorise it...

Find out and memorise the three biggest effects of plastic pollution.

