



## Year 5 Curriculum Letter

Dear Parents and Carers,

Welcome back to the new school term - we hope that you have all had an enjoyable holiday. We are all very excited as we will be launching out new topic **Expelliarmus!** This will involve learning all about the magical world of Harry Potter and our class assembly is **Thursday 28<sup>th</sup> February**.

Please ensure your child brings their reading book and reading diary to school each day. Your child may decide to bring a water bottle with them every day but please can I remind you that we only allow water rather than squash or flavoured water.

### P.E Kits

P.E. activities may be indoors or outdoors, depending on the weather, so children need an **indoor kit (black shorts and a plain white T-shirt)** and an **outdoors kit (jogging bottoms and a sweatshirt/tracksuit)**, as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings). P.E. days are **Mondays** and **Wednesdays**. With swimming being on a **Tuesday**. The final swimming session will be on Tuesday 12<sup>th</sup> February.

### Homework

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be a piece of English or Maths homework set every Friday and collected by the teacher the following Wednesday. The children will also receive new spellings every Friday, which they will need to learn throughout the week as well as their times tables.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to come and see me.

Yours sincerely,

Miss Barker

Year 5 Class teacher





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## ESSENTIALS OVERVIEW

THEME: **Expelliarmus!**

SPRING TERM

CURRICULUM DRIVERS:	LAUNCH DAY:	SHOWCASE/CELEBRATION:	ENGLISH LINKS:
<p><b>DIVERSITY:</b> Equality  <b>DREAMS:</b> Visit Harry Potter World  <b>SPIRITUAL &amp; MORAL:</b> Friendship</p>	<p><b>THE SORTING HAT!</b>            Take the children to Platform 9 ¾ where their magical journey begins! Arrive at ‘Shob-Warts’, settle in and sing <i>The Sorting Hat Song</i> to sort the children into ‘houses’. Design own emblems. Compete in a ‘Quidditch’ style house match (e.g. dodgeball)!</p>	<p><b>BUTTERBEER BONANZA!</b>            Invite parents to come and visit the ‘Shob-Warts’ gallery to view our amazing self-portraits, magical potions and magical toys.</p>	<p>Mystery Stories (David Guetta – Titanium)            Explanation Texts (Life-Cycles)            Harry Potter Novels            Letters/Diaries  <b>MATHEMATICS LINKS:</b>            Money, Decimals, Measurement (Mass),            Coordinates, Position &amp; Direction</p>
ESSENTIAL LEARNING OBJECTIVES		ACTIVITIES	
<p><b>SCIENCE:</b>            To work scientifically.            To understand evolution and inheritance (Y6).            To understand plants (Y6).            To understand movement, forces and magnets (Y5).            To understand animals and humans (Y5).</p>		<p>Herbology – Explore classification keys and see if these could be used to sort a variety of magical plants (Y6).            Transfiguration - After exploring life cycles of plants and animals, ask the children to create a life-cycle for a fantastic beast (Y5).            Investigate magnets in order to help the children design their own wands and accompanying spells (Y5).            Care of Magical Creatures – After learning how animals have adapted to their environments and evolved over time, explore a number of ‘fantastic beasts’ and how they have adapted to their habitats (Y6).            Alchemy – Using a variety of ‘magical’ ingredients, create a potion and conduct an investigation to observe and record the effects (Y5/Y6).</p>	
<p><b>ART &amp; DESIGN:</b>            To develop ideas.            To master techniques (collage/drawing/digital media/sculpture).            To take inspiration from the greats (classic and modern).</p>		<p>Using self-portraits by a variety of famous artists (e.g. Andy Warhol, Arcimboldo, Picasso), experiment with a variety of different media to create own Hogwarts Gallery.            Create a ‘moving’ self-portrait using digital media, create a collage self-portrait from magazines and newspapers and create own busts out of clay.</p>	
<p><b>COMPUTING:</b>            To connect.            To code (sound).            To communicate.            To collect.</p>		<p>Create own text adventure based on the Harry Potter novels!            Create a concept map to help explain the rules of Quidditch to a Muggle!            Defence Against the Dark Arts – Safer Internet Day</p>	



UPPER KEY STAGE 2 (YEAR 5/6)

<p><b>DESIGN &amp; TECHNOLOGY:</b>          To master practical skills (mechanics).          To design, make, evaluate and improve.</p>	<p>Design a magical toy for Harry Potter to keep him amused when he returns to 'the cupboard under the stairs'! Explore a variety of cams and mechanisms to assist with design.</p>
<p><b>GEOGRAPHY:</b>          To investigate places.          To communicate geographically.</p>	<p>The Marauder's Map! Create own version of the Marauder's Map after carrying out a local field study of the school and its' surrounding area. Explore the eight compass points, grid references, symbols, keys to create a map of the location, identifying patterns (e.g. land use, climate zones, population densities, height of land).</p>
<p><b>HISTORY:</b>          To investigate and interpret the past.          To build an overview of world history.          To understand chronology.          To communicate historically.</p>	<p>History of Shob-Warts! Explore the history of the school and Burton-on-Trent. Write letters, asking local residents to visit and answer questions about the history of the area. Organise a visit to the town to explore historical landmarks in more detail before constructing an entry for the Shob-Warts Archive!</p>
<p><b>MUSIC:</b>          To describe music.          To compose.          To perform.          To transcribe.</p>	<p>Score It! Create a composition for the opening credits of a Harry Potter film. Use a range of tuned and untuned instruments to create a score!</p>
<p><b>RELIGIOUS EDUCATION:</b>          To understand values.</p>	<p>Divination – Carry out a theological debate. Is there a God?</p>