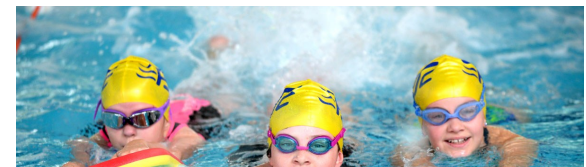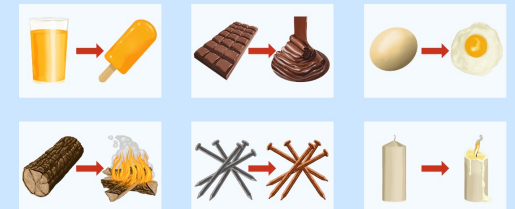# Year 5 Term 3 Curriculum Booklet

Reversible and Irreversible Changes

Wolves and Komodo Dragons

Mr Potterton-Crawford & Miss Argent

English

This term, children will develop their reading and writing skills through a historical narrative set in the Tudor period and a non-chronological report focused on Tudor trade. They will learn to plan, draft and improve their writing, with a focus on clear sentence structure, purposeful vocabulary and accurate punctuation.

Mathematics

The topics from our White Rose Mathematics scheme for this term are:

- Multiplying up to a 4-digit number by a 2-digit number.
- Solving problems with multiplication.
- Short division.
- Dividing a 4-digit number by a 1-digit number.
- Division with remainders.

×	10	3
30	300	90
2	20	6

300 + 90 + 20 + 6 = 416

		3	2	
×		1	3	
		9	6	(32 × 3)
	3	2	0	(32 × 10)
	4	1	6	
	1			

Wider Curriculum: History & Science

History – The Tudors
This term in History, we will be studying *The Tudors*. Children will explore where the Tudor period fits in British history, learn about key monarchs and events, and use historical sources to understand how life changed during this time. They will develop their skills as historians by asking questions, making comparisons and explaining why the Tudor period is considered a turning point in history.

Science – Properties and Changes of Materials
This term in Science, we will be studying *Properties and Changes of Materials*. Children will investigate and compare the properties of different materials, explore reversible and irreversible changes, and learn how materials can be separated using a range of methods. They will develop their scientific skills by carrying out practical investigations, making observations, recording results and drawing conclusions.

Music

This term in Music, children will explore Composing and Chords. They will learn how chords are created and used to accompany songs, develop their skills in singing, playing instruments and listening, and experiment with improvising and composing their own music. Through performance and discussion, children will also consider how music can improve our world and bring people together.

PE

In term 3 Year 5's PE slot will be **Tuesday AM.**

This term we are swimming.

- The children are expected to bring their swimming costume (two-piece for the girls are not permitted) and a towel.

- Swimming hats and goggles are optional.

- No jewellery is permitted during swimming lessons.

Spellings

Spellings will be handed out on a Friday to be tested on the following Friday. See below for the list of spellings for the whole term. A copy will also be coming home with the children.

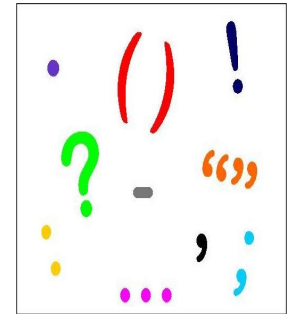| Week 1 5.1.26 – 9.1.26	Week 2 12.1.26 – 16.1.26	Week 3 19.1.26 – 23.1.26	Week 4 26.1.26 – 30.1.26	Week 5 2.2.26 – 6.2.26	Week 6 9.2.26 – 13.2.26
Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones
ability	happiness	membership	stationary	alter	principal
visibility	hardness	ownership	stationery	altar	principle
captivity	madness	partnership	steal	ascent	profit
activity	nastiness	dictatorship	steel	assent	prophet
eternity	silliness	championship	wary	bridal	descent
flexibility	tidiness	craftsmanship	weary	bridle	dissent
possibility	childishness	fellowship	who's	cereal	desert
sensitivity	willingness	apprenticeship	whose	serial	dessert
community	carelessness	citizenship	fate	compliment	draft
curiosity	foolishness	sponsorship	fete	complement	draught

Basic Knowledge

This term, the children will be expected to continue to practice their times tables, recap previous maths knowledge as well as spellings, grammar and vocabulary.

SPAG

This term we will include:

- Tense
- Adverbials
- Parenthesis
- Vocabulary
- Passive voice

RE

In RE, Year 5 will be learning about **People of God—How can following God bring freedom and justice?**

Children will be exploring how to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.

- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.

- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.