



**KENSINGTON AVENUE PRIMARY SCHOOL**

Together Everyone Achieves More

# Year 5 Newsletter Spring 1 2024

# Meet the Classes: Year 5



**Borneo**  
Ms Ba



**Oncilla**  
Miss Burden



**Pangolin**  
Miss Bowry

**If you have any queries please speak to your child's class teacher or contact the office:**

**Phone:**  
**02087642923**

**EMAIL: [OFFICE@KAPS.CROYDON.SCH.UK](mailto:OFFICE@KAPS.CROYDON.SCH.UK)**

# KAPS Home Learning Expectations

1. **Homework**- Homework will be set on Google Classroom and Education City weekly on a Friday and will be due to be completed by the following Tuesday. If you need a login, please contact your class teacher. Children will receive numeracy, English (including GPS), a foundation subject and a spelling task. Homework must be completed in the homework book.
2. **Spelling task**- Children will be given 15 words. They must practice spelling these words and incorporate them into five different sentences.
3. **Reading**- 20 minutes of reading should be completed daily. Books can be changed when children have finished reading the book. Reading records must be signed by parent/carer.

*Parent guides (Reading, Phonics, GPS and Maths) for helping children with their remote learning are accessible on the school website: **Parent Information / Parent & Curriculum Workshops/ Guides.***

<https://www.kensingtonavenueprimary.co.uk/parent-information/useful-links/>

# Class routines and rules

## Class Rules and Expectations

In our classes we will always work as a team and to show respect and develop resilience and perseverance in all that we do.

### The 5 key rules in Borneo, Oncilla and Pangolin class are:

1. To be kind and show respect to everyone in the school.
2. To listen to each other and take it in turns in class discussions.
3. To communicate kindly and put up our hands if we are unsure.
4. To talk through our problems with our teachers to come to a solution.
5. To try our best in our learning and never give up.



# Learning Journey 'Sow, Grow and Farm'



This project is about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.



This half term, we will learn about allotments in the United Kingdom and how the government encouraged people to have them to support food rationing during the Second World War. We will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat.

We will also investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. We will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face.

In addition, we will learn about the benefits of eating seasonally and about the pros and cons of importing food. We will also learn about world farming and how the different climate zones affect where different foods can be grown.

# Learning Journey -Core Subjects

**Our topic this half term in science is: Properties of materials**

**As scientists we will:**

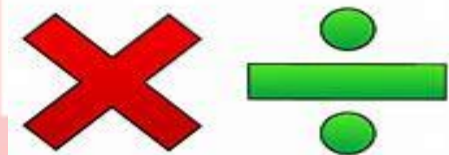
- Test materials and group them based on their magnetism, transparency and hardness.
- Test everyday materials and group them based on their electrical conductivity.
- Plan and complete a test to see investigate which material is the best thermal insulator.
- Look at the uses of everyday materials.



**As mathematicians we will focus on:**

## **Multiplication and division**

- Multiply up to a 4-digit number by a 1-2 digit number.
- Short division.
- Divide a 4-digit number by a 1-digit number.
- Divide with remainders.
- Efficient division.
- Solve problems with multiplication and division.

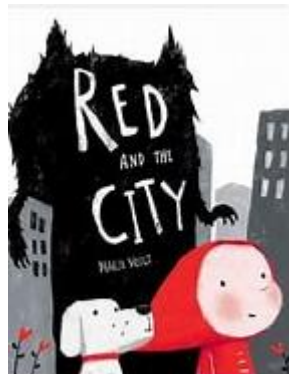


**MULTIPLICATION**  
**DIVISION**

# Learning Journey -Core Subjects

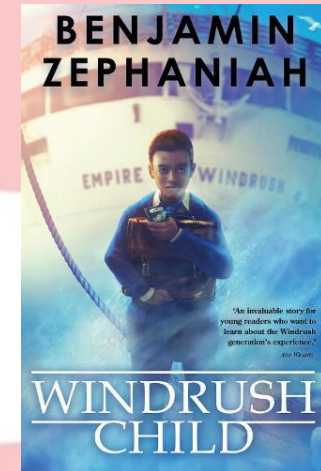
**As readers and authors we will:**

- Link our writing and research to our topic – Sow, Grow and Farm with a focus on the book *Red and the City* by Marie Voigt.
- ➤ Write own version of the story.
- ➤ Write play-script and act out scenes from the story.
- ➤ We will continue to develop our GPS skills.
- ➤ We will also write a non-chronological report on fairtrade.



**Author of the half term:**

Our author of the half term is Benjamin Zephaniah. We will be reading *Windrush Child*.

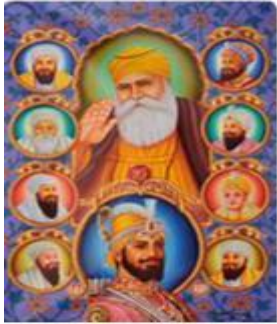


# Year 5 Curriculum for this Half-Term

## RE – Sikhism

### In Religious Studies we will know:

-What the symbolism of the 5Ks is.



### We will understand how:

- What the significance of going on a pilgrimage for believers is.
- What happen when people go on pilgrimage.
- The significance of the turban which is worn by some Sikhs.

## Computational Thinking: Programming

Children will predict how software will work based on previous experience. They will write more complex algorithms for a purpose and iterate developing their programming as they work. They will also confidently use loops in their coding.

**E-safety** – Children will understand how online information can be used to form judgements. They will know how to search for personal information about others online and form opinions about the reliability of the information about a person.

**Key vocabulary** - beat, bugs, coding, command, debug, decompose, error, instructions, loop, melody, mindmap, music, output, performance, pitch, plan, play, predict, programming, repeat, rhythm, information, personal information, private information, judgement, summarise, accurate information, opinion and mini-biography.

## PSHE:

This half term we will look at:

- Social media - being confident.
- Responsibility and inspiration.
- Homophobic language in schools.
- Fairtrade.

# Learning Journey -Foundation Subjects



**Our focus this half term in PE is  
'Net/wall games'**

**As P.E. practitioners we will:**

- Learn how to use skills in different ways and link them to make actions and sequences of movement.
- Apply basic principles suitable for attacking and defending.

**Our focus this half term in art is 'Line, Light and Shadows'**

**As artists we will:**

- Draw with one continuous line.
- Explore the work of Pablo Picasso.
- Develop a range of shading techniques.
- Edit and adapt black and white photographs using a paint app.
- Copy a black and white photograph using shading techniques developed over the half term.



**This half term in music we will focus on the song 'Make You Feel My Love.'**

**As musicians we will :**

- Listen and appraise.
- Find the beats.
- Learn to sing a song.



# Learning Journey

## Key Vocabulary

### Science

properties	transparent
plastic	opaque
electrical wires	magnetism
wood	transparency
stopwatch/timer	hardness
thermometers	thermal insulator
metal	control beaker
aluminium	data
Foil	anomalous result
felt	lifespan
bubble wrap	
conductivity	
magnetic	
translucent	

### Topic

carpel  
climate  
fertiliser  
irrigation  
livestock  
pesticides  
stamen  
desert zone  
polar zone  
tropical zone  
temperate zone  
arable farming  
crops  
cereals  
vegetables

### Mathematics

operation	equal groups
sum	estimate
multiply	approximate
partition	inverse
product	operation
quotient	calculate
groups of	statements
multiple of	multiplication
multiplied by	tables
lots of	positive
divided by	integer
divide Share	
divided into	
share equally	

# Projects

Please read the information given on 'Sow, Grow and Farm'. This will give you an introduction to the topic. Then choose one of the following projects to complete over the holidays.

1. Learn about agriculture and farming in the UK and worldwide using a range of sources. Create a mind map to organise and record your findings, then use your mind map to write a non-chronological report.
2. Use the BBC Food and Good Food websites to find out which foods are in season in the UK throughout the year. Create a table, listing seasonal foods by the month. Afterwards, use the BBC Good Food website to find a recipe for a seasonal meal. Write a shopping list, then prepare the meal with an adult.

Please bring these projects in to class on the first day back to share with everyone.

# Sow, Grow and Farm

## Farming in the UK

Farming is the business of growing crops and rearing livestock. Up to 70% of the land in the UK is used for farming. There are three main types of farming in the UK. These are arable, pastoral and mixed.



Arable farming is growing crops, such as cereals and vegetables.



Pastoral farming is rearing animals, such as cows and sheep.



Mixed farming is both growing crops and rearing animals.

The type of farming depends on the climate, the quality of the soil and the topography of the area. For example, the flat, nutrient-rich land in the east of England is perfect for arable farming, whereas the wet and windy hills of central Wales are most suited to pastoral sheep farming.

## Allotments

Allotments are small pieces of land that individuals can rent to use for growing fruit, vegetables and flowers. The location of allotments in the local environment depends on many factors, including soil quality, drainage, transport links, availability of water and local facilities.



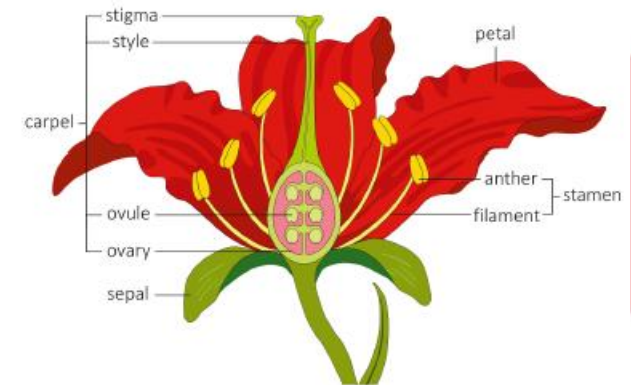
During the Second World War there were food shortages and rationing. The Dig for Victory campaign encouraged people to grow fruit and vegetables on open land, increasing the number of allotments by over 70%.



## Plant life cycles

Plants can reproduce in one of two ways. Firstly, by sexual reproduction where two parent plants are needed, and the offspring are genetically different to either parent. Secondly, by asexual reproduction where only one parent plant is needed, and the new plants are genetically identical to that parent. Some plants can reproduce in either way.

Flowers are needed for sexual reproduction. Flowers have both male and female parts. Pollen from the male stamen gets transferred to the female carpel in a process called pollination. Following pollination, the ovules are fertilised and seeds are produced.



## Modern farming techniques

Some farmers use modern farming practices, including new machinery, technology and scientific discoveries, to produce more food. Whilst this has increased food production there have also been some negative effects on the environment.

Modern farming techniques include chemical pesticides, synthetic fertilisers and irrigation technologies.

## Climate zones

The world is divided into five main climate zones. These are areas of similar average temperature and average rainfall. Mountains have variable climates depending on altitude.



The **polar zone** is cold and dry with long, dark winters. Average temperatures are 10°C to -55°C.



The **temperate zone** has warm summers, cool winters and year-round rainfall. Average temperatures are 0°C to 20°C.



The **Mediterranean zone** has hot summers and mild, rainy winters. Average temperatures are 15°C to 30°C.



The **desert zone** is hot year-round and has very little rainfall. Average temperatures are 25°C to 40°C.



The **tropical zone** has a wet season and a dry season. It is hot and humid. The average temperature is around 31°C.



**Mountains** have changeable climates with colder temperatures and more rainfall as the elevation increases.

## North and South America

The continents of North and South America can be divided into environmental regions based on their physical features, climate and soil types. The characteristics of these environmental regions determine which type of farming will thrive in that area.

### Citrus farming in California

The climate in California, on the west coast of North America, is hot and sunny in the summer and mild in the winter. The soil is fertile and well drained. This suits the growing of citrus fruits, particularly oranges. Several different types of orange are grown and sold in the United States or transported around the world.



orange grove

### Coffee growing in Peru

Peru, in South America, has a cool to warm, tropical climate with frequent rainfall and rich soil. This makes ideal growing conditions for coffee. Growing and processing coffee is a difficult and time-consuming task because most of the work is still done by hand. The Fairtrade Foundation offers training to farmers to improve how they process coffee, so they can earn a better living.



coffee plant

## Food miles

Consumers in the UK have come to expect that they can buy most foods all year round, regardless of the growing season. This means that some foods are transported from where they are grown to where they are eaten. The distances food travels is known as food miles. However, this movement of goods means more energy is being used to transport the food and keep it fresh, which can add to pollution and contribute to climate change.

## Glossary

<b>carpel</b>	The female part of a flower, consisting of the stigma, style, ovary and ovules.
<b>climate</b>	The general weather conditions found in a place over a period of time.
<b>fertiliser</b>	A natural or chemical substance that is spread on the land or given to plants to make them grow successfully.
<b>irrigation</b>	The practice of supplying land with water so that crops and plants will grow.
<b>livestock</b>	Animals and birds that are kept on a farm, such as cows, sheep or chickens.
<b>pesticide</b>	A chemical substance used to kill animals and plants that are harmful to crops.
<b>stamen</b>	The male part of a flower, consisting of a thin stem, called the filament, and the anther that is covered with pollen.



## Unit Objective:

To be able to describe the weather in Spanish.

## By the end of this unit we will be able to:

- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols.

## It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning units.
- Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.



## Skills we will develop:

To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

## Activities we will complete:

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

## Grammar we will learn &amp; revisit:

**Use of hay & hace with weather phrases.** To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.

**Question and exclamation marks in Spanish.** Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.
- **Accents.** Accents can be placed on some words like **qué** to indicate a question word.

## Vocabulary we will learn &amp; revisit:

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.