

Our topic this half-term is called: '**How can I keep healthy?**' with PSHEC leading as the main subject and cross-curricular links to D&T, Science and PE. French and R.E. will also be taught separately.

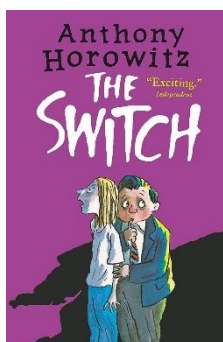


As **writers**, we will be planning and writing, using expanded noun phrases and revising sentence structures, a diary entry based on the real-life story of Philippe Petit. We will also be using adverbials and learning about how to use relative clauses in our sentences to add information in order to write an information text for parents surrounding what we have learnt about keeping ourselves physically and mentally healthy.

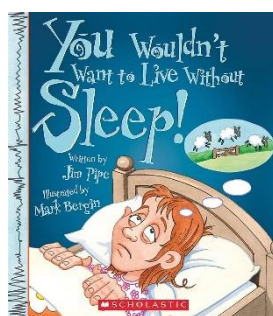
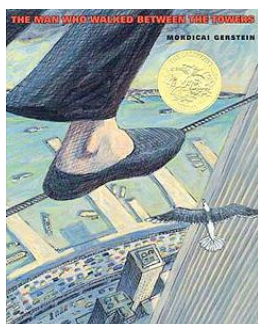
As **readers**, we will focus on improving our fluency whilst reading by surveying texts to identify how they should be read aloud. We will use **Rocket Retriever** to find information to answer questions about the texts we read. We will be using **Dark Decoder** to find out the meanings of new words so that we can use them in our writing and we will also be using **Crimson Clue Hunter** to find out how a character thinks and feels.



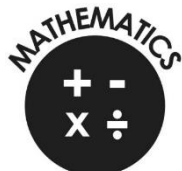
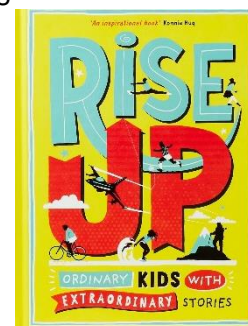
Our **class novel** is:



In **English** we will be reading:



In **Guided Reading** we will be reading:



As **mathematicians**, we will be learning about the place value of numbers to one million and decimal numbers to 3 decimal places. We will also focus on addition and subtraction strategies for whole and decimal numbers, including the most efficient methods for mental and written calculations. We will be looking at discrete and continuous data, learning how to answer questions which compare two categories in a data set. We will also use our addition skills to calculate the perimeter of 2D shapes and look at different types of angles.

As **educated citizens**, we will be learning about how to keep ourselves healthy – physically and mentally. Full details can be found at the end of this newsletter. Our whole-school value this half-term is **Kindness**.



As **sports people**, we will be learning to swim breaststroke, front crawl and back crawl effectively. We will also begin to learn how to perform self-rescue in different water-based situations. We will also be learning about how a professional sportsperson keeps themselves healthy mentally and physically with a focus on the dancer, Ashley Banjo. In hockey, we will be learning how to grip the stick, as well as how to pass, receive and dribble in different ways in order to put these skills together in small games.

Please remember to wear **PE kits** every **Tuesday** and **Friday** with **swimming** kits also needed every **Friday**.

As **designers**, we will begin with designing, making and evaluating a 'positive thoughts' fabric bag using sewing skills to join and finish using fabric.

Vocabulary: seam, seam allowance, reinforce, hem, template, pattern pieces, pins, needles, thread





As **theologists**, we will be exploring the question, 'What might Hindus learn from stories about Krishna?' and will examine how Hindu truths are transmitted using stories from revered literature with Mrs Taylor on a Thursday afternoon. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and scriptures. We will also explore some forms of Hindu literature and the beliefs and practices associated with a key story.

As **linguists**, we will be speaking, reading and writing in French every Thursday afternoon with Mrs Boswell. We will be learning how to give our opinion in French as well as asking and answering questions linked to the theme of 'Going shopping.'



Y5 Sleep

Sleep plays a vital role in helping children to achieve their full potential at home and at school. Sleep deprivation can have a huge impact on a child's physical, emotional and mental wellbeing. Over 40% of children will, at some point in their childhood, have a sleep issue.

School-age children need 9–12 hours of sleep a night. Bedtime problems can start at this age for a variety of reasons. Homework, sports and after-school activities, screen time (on computers, TVs, smartphones, and other devices), and hectic family schedules can all contribute to children not getting the sleep they need. Sleep-deprived children can become hyper or irritable, and may have a hard time paying attention in school.

During our Health and Wellbeing unit we will discuss the importance of sleep and strategies to help them sleep. We will look into this aspect of wellbeing in more detail:

- Understand the benefits of good quality sleep and explain how sleep contributes to a healthy lifestyle
- Describe actions a person can take to help improve their quality of sleep e.g. switching phone off at night

Useful resource: <https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children/>

Y5 Mental Health

- Explain what is meant by 'mental health'
- Identify everyday behaviours that can help to support mental (and physical) health
- Recognise that we can take care of our mental health (as well as our physical health) by getting good quality sleep, doing physical exercise / having time outdoors, being involved in community groups, doing things for others, clubs and activities, spending time with family and friends
- Understand the importance of self-respect and how this links to their own happiness
- Recognise the changes that may occur in life including death, and how these can cause conflicting feelings
- Develop strategies that can help someone cope with the feelings associated with change or loss
- Identify how to ask for help and support with loss, grief or other aspects of change

Y5 My Changing Body

- Discuss the physical and emotional changes at puberty and the differences between boys and girls
- Understand key facts about the menstrual cycle and wet dreams
- Explore strategies to manage the changes during puberty, including the importance of personal hygiene
- Know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- challenge myths around puberty and understand how to find trusted information e.g. Childline, NSPCC, CBBC Newsround

Y5 Personal safety

- Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- Recognise and report feelings of being unsafe or feeling bad about any adult
- Ask for advice or help for themselves or others, and to keep trying until they are heard
- Report concerns or abuse, and the vocabulary and confidence needed to do so
- Know where to get advice, for example family, school or other sources
- Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

Y5 Being unique – and others

- Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive
- Explore personal identity and what contributes to it, including race, background, sex, gender, family, faith, culture, hobbies, likes/dislikes
- Understand how to recognise, respect and express their individuality and personal qualities (and others)

Y5 Medicines, Bugs and Drugs

- Understand the law on supply, purchase and use of alcohol and caffeine/energy drinks
- Know the short- and long-term effects and risks (including behaviour, accidents, assault, criminal involvement) of alcohol caffeine/energy drinks
- Understand that being informed and making good decisions can help you to stay safe around alcohol
- Understand how advertising / peers / culture seek(s) to influence choices and develop strategies to resist.

Y5 Friendships and Anti bullying

- Recognise and explain:
 - what my triggers for anger are
 - how our bodies change when we start to get angry
 - some ways to calm down when I start feeling angry
 - some ways to calm myself down
- Know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships
- Recognise who to trust and who not to trust and know how to seek help
- Accept and appreciate people's friendship and try not to demand more than they are able or wish to give
- Understand that boundaries are appropriate in friendships with peers and others
- Understand how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or support
- Consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry
- Understand how rumour spreading and name calling can be bullying behaviours and know how to seek help
- Know some of the reasons some people use bullying behaviours and the impact it has on all involved
- Know some ways to encourage children who use bullying behaviours to make other choices

Vocabulary: caffeine, grief, diabetes, sleep deprivation, sleep paralysis, develop/development, grow/growth, puberty

As **scientists**, we will be linking our learning to PSHEC and looking at the human life cycle. We will look at the changes at different stages and look at what animals need to have in order to survive.

Vocabulary: baby, toddler, young, teenager, adult, old age, timeline, stages, puberty, gestation periods



Home Reading and Homework:

- **Reading targets** are checked every **Thursday**. Children will be expected to complete at least one reading quiz a week (80+%) to achieve their reading target. Remember, plenty of reading please with an adult, so support can be provided with unfamiliar vocabulary and checking for understanding. You might our reading videos useful which are on our website:
<http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>
- **Spellings** are handed out every **Thursday** and tested weekly on the following **Thursday**.