

**Year 5 Curriculum Information Sheet Spring 1**

**Class: Joyful Jellyfish & Sensible Seahorses**

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| **THEMES** | This term our learning is based around the theme of **Respect and Individual Liberty** |
| **ENGLISH** | During this half term, we will be studying **Aliens Landing** focusing on descriptive writing including building atmosphere and writing our own fantasy story.The core concepts we will be teaching are:* Relative clauses
* Adverbial phrases
* Cohesion
* Modal Verbs
* Brackets and dashes for parenthesis
* Commas to avoid ambiguity
* Précising longer paragraphs

We will also be studying the non-fiction biography of the composer, **Gustav Holst** and writing our own explanation text.**Handwriting**To write legibly, fluently and with increasing speed.**Spelling**Change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.Recognise verb prefixes e.g. dis-, de-, mis-, over-, and re-.Spell some more complex words correctly including words that are often misspelt.Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. |
| **MATHS**Related image | Each week the children will be challenged on key areas of the **Year 5 Maths curriculum**. The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils are fluent and are able to give reasons for their methods and apply this skill to solve every day mathematical problems. We will be developing their skills in:* Measurement: perimeter and area
* Multiplication and division (formal methods)
* Fractions: comparing fractions and equivalent

**Number – Multiplication and Division*** multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
* multiply and divide numbers mentally, drawing upon known facts
* divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
* solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
* solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

**Measure – Perimeter and Area*** measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
* estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
* use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

**Number – Fractions including decimals and percentages*** compare and order fractions whose denominators are all multiples of the same number
* identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
* recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5 ]
* add and subtract fractions with the same denominator, and denominators that are multiples of the same number
* multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
* read and write decimal numbers as fractions [for example, 0.71 = 71/100 ]
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| **SCIENCE** | We will be learning about **Properties and changes of material** for our half term **Science topic**. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Properties and Changes of Materials we will be learning about:* Properties & Solubility
* Separating mixtures
* Thermal conductivity

The principal focus of Science teaching in upper Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, developing ideas about everyday phenomena and the relationships between living things and familiar environments. They will begin to develop their ideas about functions, relationships and interactions.  |
| **TOPIC WORK****(Geography)** | * **Natural Resources**

How do we use the land in Britain? What natural resources do we use to produce energy? What renewable natural resources do we use? Where do they come from? How are products such as concrete, glass, wood and steel produced and traded?We will conduct a debate to discuss the pros and cons of various renewable energy sources such as hydroelectric energy and wind turbines.We will link this to our PSHE topic about how to protect and conserve our planet by using more sustainable resources. |
| **PSHE** | Future dreams We will discuss and understand that we need money to achieve some of our dreams. We will also explore the different jobs carried by different people and appreciate the different contributions made by them. Children will also identify a job that they would like to do when they grow up and what they need to do to achieve it. The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation  |
| **Art**Image result for art | **People in Action**These lessons give children a fascinating insight into movement art, looking at the work of various artists and famous artwork as well as giving them the chance to create a variety of their own artwork of 'people in action'. We will begin this unit by researching and making our own zoetrope, a vintage toy which was used to create the very first animations. We will then discover and experiment with simple geometric shapes used to recreate figures and people in motion to appear as if they are moving.Finally, we will take photos of each other during gymnastics and draw these different movements in art to appear as if they are in motion. |
| **COMPUTING** | **Video editing** This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher’s discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video. |
| **Philosophy Religion and Ethics Education****Focus on – Respect & Integrity*** Know core Vaishnava beliefs and common wisdom about the importance of good company.
* They will also explore and apply the concept of Sanga and how this relates to spiritual practice, in particular, the discussion of scripture and chanting Krishna’s names.
* Understand and apply the prohibitions around criticising and upsetting others.
* Identify and explain the key choices one may make in contemporary life with respect to association and evaluate the potential and respective consequences.
* Identify and re-tell stories from Vaishnava scriptures that illustrate the importance of making wise choices.
* Explore and evaluate the concept and role of a Guru and of Sanga in general, within the lives of Srila Prabhupada and one living Chaitanya Vaishnava.
 | **PERFORMING ARTS****Melodic Composition - Recorders/Ukulele** Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure **SANSKRIT****Reading & Writing:**We will be Reading complex words, forming short sentences, and increasing our Vocabulary bank.  **Conversation:**  We will be Learning a collection of verbs with interrogatives. **Storytime:**The Thirsty Crow: We will be extending our Vocabulary Bank through Storytime.  **Scriptural Verse:**Īśa Upaniṣad – Mantra 3 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.  |
| **HEALTH & WELLBEING****Physical Education**Striking and Feilding Games: RoundersThe focus of learning is to consolidate learning from year 4, ensuring that all pupils understand the role of the batting and fielding team. They will develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will understand that if the batter misses the ball they can still score 1/2 a rounder and the fielding team can use tactics to prevent the batters from scoring. They will refine their fielding tactics and will explore the skill set of each team and tactically select players to play in positions that utilise their skills. Finally, children will apply prior knowledge of fielding and tactical thinking in ability games and bring together all their learning into a level 1 tournament**Meditation**Meditation is practiced in the morning and half way through the day to reflect on learning.**Yoga**Begin halasana and matsyasana preparation and practise. Use of suryanamaskar as a warm up.Pranayama: Nadi Shuddi. Yama: ahimsa, satya, asteya, brahamachya, aparigraha. Focus more on visualisation, meditation and stillness  | **TRIPS & OTHER EVENTS****5th January - Parent Coffee morning with Mrs Thakkar (Year 5 JJ) 8:30-09:00 am** **Trip TBC****20th January – KS2 Parent workshop****31st January - National Storytelling Week (English drop-down****3**rd February - **KS2 Parent Workshop Remote English Learning** **8th February - National Internet Safety Day**  |

**Thank you**

**Mrs Sharda, Mrs Pant**