










Year 5 Curriculum Information Sheet Spring 1

Class: Joyful Jellyfish & Sensible Seahorses

THEMES	This term our learning is based around the theme of <b>Respect and Individual Liberty</b>
<p data-bbox="135 383 236 409"><b>ENGLISH</b></p> 	<p data-bbox="323 383 778 409">During this half term, we will be studying:</p> <p data-bbox="323 450 871 477"><b>Third person stories set in another culture:</b></p> <p data-bbox="323 483 1469 539">Students will write a third person narrative set in another culture, demonstrated through the inclusion of a range of cultural references.</p> <p data-bbox="323 580 695 607"><b>Formal letters of application:</b></p> <p data-bbox="323 613 1267 640">Students will write formal letters of application using persuasive language and devices.</p> <p data-bbox="323 680 655 707"><b>Poems that use word play:</b></p> <p data-bbox="323 714 975 741">Students will write and perform poetry that uses word play.</p> <p data-bbox="323 781 1010 808">The core concepts we will be teaching and emphasising on are:</p> <ul data-bbox="469 815 911 1048" style="list-style-type: none"><li>• Relative clauses</li><li>• Adverbial phrases</li><li>• Cohesion</li><li>• Modal Verbs</li><li>• Brackets and dashes for parenthesis</li><li>• Commas to avoid ambiguity.</li><li>• Précising longer paragraphs</li></ul> <p data-bbox="323 1088 464 1115"><b>Handwriting</b></p> <p data-bbox="323 1122 884 1149">To write legibly, fluently and with increasing speed.</p> <p data-bbox="323 1189 416 1216"><b>Spelling</b></p> <p data-bbox="323 1223 1334 1279">Change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</p> <p data-bbox="323 1285 948 1312">Recognise verb prefixes e.g. dis-, de-, mis-, over-, and re-.</p> <p data-bbox="323 1319 1219 1346">Spell some more complex words correctly including words that are often misspelt.</p> <p data-bbox="323 1352 1453 1408">Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p>
<p data-bbox="135 1442 236 1469"><b>MATHS</b></p> 	<p data-bbox="323 1442 1422 1536">Each week the children will be challenged on key areas of the <b>Year 5 Maths curriculum</b>. 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.</p> <p data-bbox="323 1576 715 1603">We will be developing their skills in:</p> <ul data-bbox="373 1644 906 1671" style="list-style-type: none"><li>• Multiplication and division (formal methods)</li></ul> <p data-bbox="323 1711 743 1738"><b>Number – Multiplication and Division</b></p> <ul data-bbox="323 1744 1414 2029" style="list-style-type: none"><li>• 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</li><li>• multiply and divide numbers mentally, drawing upon known facts</li><li>• 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</li><li>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li><li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li></ul>

<p><b>SCIENCE</b></p> 	<p>We will be learning about <b>Forces</b> 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 Forces we will be learning about:</p> <ul style="list-style-type: none"> <li>•How unsupported objects fall towards the Earth because of the force of gravity.</li> <li>•The effects of air resistance, water resistance and friction.</li> <li>•Mechanisms, including levers, pulleys and gears</li> </ul>	
<p><b>TOPIC WORK (Geography)</b></p> 	<p><b>Climate Curriculum</b> Science of Climate Change- Greenhouse Gases</p> <p>Locational knowledge • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	
<p><b>PSHE</b></p> 	<p><b>Citizenship</b></p> <p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community. Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what happens when someone breaks the law.</li> <li>• Understand what rights are and that freedom of expression is one of these rights.</li> <li>• Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.</li> <li>• Understand how people contribute to society and how this is recognised.</li> <li>• Understand the role of pressure groups.</li> <li>• Understand the basics of how parliament works including the parts of parliament.</li> </ul>	
<p><b>Art</b></p> 	<p><b>Mechanical systems: Pop-up book</b></p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Produce a suitable plan for each page of their book.</li> <li>• Produce the structure of the book.</li> <li>• Assemble the components necessary for all their structures/mechanisms.</li> <li>• Hide the mechanical elements with more layers using spacers where needed.</li> <li>• Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</li> <li>• Use appropriate materials and captions to illustrate the story.</li> </ul>	
<p><b>COMPUTING</b></p> 	<p><b>E Safety</b> - Pupils will be able to learn what spam is and the form it takes,</p> <p><b>Flat-file databases</b> This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>	
<p><b>SPANISH</b></p>	<p><b>Family members</b> To name family members. To make a family tree. To introduce their family members.</p>	
<p><b>Philosophy Religion and Ethics Education</b></p> <p><b>Sustainable communities: Varnashrama</b></p>		<p><b>PERFORMING ARTS</b></p> <p><b>Melodic Composition - Recorders/Ukulele</b></p>

<p>Pupils will take part in a practical activity to help build and sustain their class/school or wider community. They will need to explore, know, understand and evaluate the different aspects of community building by exploring the Vaishnava tradition and a Christian tradition (both historic and current) and interview people from these groups where possible. They will develop an informed understanding of a society based upon Varnashrama Dharma and debate the positive and negative impact of this social structure in the past and present. They should be supported to ask deep questions like: Can a society be good if we do nothing to stop injustice in every form? Can we be free if there is a slave in the world? Where does our community end? Who can join our community and who cannot?</p>	<p>Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure</p> <p style="text-align: center;"><b>SANSKRIT</b></p> <p><b>Reading &amp; Writing:</b> We will be Reading complex words, forming short sentences, and increasing our Vocabulary bank.</p> <p><b>Conversation:</b> We will be Learning a collection of verbs with interrogatives.</p> <p><b>Storytime:</b> The Thirsty Crow: We will be extending our Vocabulary Bank through Storytime.</p> <p><b>Scriptural Verse:</b> Īśa Upaniṣad – Mantra 3 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.</p>
<p style="text-align: center;"><b>HEALTH &amp; WELLBEING</b></p> <p><b><u>Physical Education</u></b></p> <p><b><u>Tag Rugby</u></b> The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball. The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking. Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent. Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging. Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents. Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self motivation.</p> <p><b><u>Swimming</u></b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	<p style="text-align: center;"><b>TRIPS &amp; OTHER EVENTS</b></p> <p><b>12<sup>th</sup> January</b> – Crime and Punishment Workshop  <b>12<sup>th</sup> January</b> – Anti Bullying Assembly  <b>19<sup>th</sup> January</b> – Road Safety Assembly  <b>5<sup>th</sup> February and 7<sup>th</sup> February</b> – Virtual Parent Consultations</p> <p><b>Yoga</b></p> <p><b>Theme: Calming the Mind</b>  <b>Objective: Practice calming techniques to reduce stress and anxiety</b></p> <ul style="list-style-type: none"> <li>• Asana: Child's Pose, Legs-Up-The-Wall Pose, and Savasana.</li> <li>• Pranayama: Extended Exhale Breathing and Sitali (Cooling Breath).</li> <li>• Philosophy: Cultivating a peaceful and calm mind.</li> <li>• Meditation: Guided relaxation and visualisation.</li> </ul> <p><b>Meditation</b>  Meditation is practiced in the morning and half way through the day to reflect on learning.</p>

**Thank you**

**Mrs Pant and Mrs Harrison**