



Year 5 Curriculum Information Sheet Spring 2

Class: Joyful Jellyfish & Sensible Seahorses

ENGLISH



During this half term, in English we will be studying:

- **Dialogue in narrative:**

Students will develop character's personality traits using dialogue in their narratives. Students will focus on using appropriate punctuation and grammar in their writing.

- **Poems which explore form:**

Students will explore the meaning and effect of internal rhyme in poetry while exploring different forms of poetry.

- **Balanced argument:**

Students will write a balanced argument using supporting evidence.

Guided reading:



Each week there will be a reading skill focus:

- Comprehension
- Summarising
- Vocabulary Building
- Retrieval
- Inferring
- Predicting

The core grammatical concepts we will be teaching are:

- Relative clauses
- Adverbial phrases
- Cohesion
- Modal Verbs
- Brackets and dashes for parenthesis
- Commas to avoid ambiguity
- Precising longer paragraphs

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

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.

	<p>We will be developing their skills in:</p> <p>Number – Fractions</p> <ul style="list-style-type: none"> •multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams •calculate the fraction of a quantity, fraction of an amount, find the whole number, use fractions as operators <p>Decimals and Percentages</p> <ul style="list-style-type: none"> •recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents •round decimals with 2 decimal places to the nearest whole number and to 1 decimal place •read, write, order and compare numbers with up to 3 decimal places •solve problems involving number up to 3 decimal places •recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write it
<p>SCIENCE</p> 	<p style="text-align: center;">Introduce Earth and Space</p> <p>We will be learning about Earth and Space 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 Earth and Space we will be learning about:</p> <ul style="list-style-type: none"> •Movement of earth, moon and other planets •Night and Day •Describing the sun, earth and the moon as spherical bodies
<p>TOPIC WORK (Geography)</p> 	<p>Study the location of countries of the world, including biomes and environmental regions. Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator; Where would you find some of the major cities of the world? What is a biome? How do biomes change across the world? What are the human characteristics that define Europe, North and South America? What are physical characteristics that define Europe, North and South America?</p>
<p>PSHE</p> 	<p>Economic Wellbeing</p> <p>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace. Pupils will be able to:</p> <p>Prioritise needs over wants, manage a weekly budget, Understand the responsibilities and consequences of borrowing and loaning, Recognise the risks and considerations associated with spending money online, explain why workplace stereotyping needs to be challenged, describe how interests and skills align with future careers.</p>
<p>Art</p> 	<p>Drawing – I need Space</p> <p>Exploring the purpose and impact of images from the ‘Space race’ era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>
<p>COMPUTING</p> 	<p>E-safety - reflect on the importance of citing all sources when they do research</p> <p>Selection in physical computing</p> <p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p>

<p style="text-align: center;">Philosophy Religion and Ethics Education</p> <p style="text-align: center;">Influence: Good company and personal choice</p> <p>Pupils will learn about the Hindu emphasis on ‘keeping good company’ and the development of Sanga. They will learn how the principles of Bhakti yoga and teachings of Chaitanya, emphasise a self-disciplined approach to life, with connection with good spiritual company as a way to develop a sense of community and belonging. They will learn about holy people in the past and present. They will be given experiences that require them to practically exercise their agency and choice, through scenarios, drama and other creative pedagogic tools. They will undertake character studies to present to others to elicit and exemplify the importance of learning from holy people.</p>	<p style="text-align: center;">PERFORMING ARTS</p> <p><u>Melodic Composition - Recorders/Ukulele</u> Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure</p> <p style="text-align: center;">SANSKRIT</p> <p>Reading & Writing: We will be learning about Halantas at the end of words and how they are used, as well as further increasing our vocabulary bank.</p> <p>Conversation: We will be learning how to name common names of fruits and vegetables. We will also practise counting to 70 in the target language.</p> <p>Storytime: Rosa goes to the City - We will be extending our Vocabulary Bank through Storytime.</p> <p>Scriptural Verse: Īśa Upaniṣad – Mantra 4 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning. We will also be introduced to the Māheśvarāṇi Sūtrāṇi.</p>
<p style="text-align: center;">HEALTH & WELLBEING</p> <p><u>Physical Education</u></p> <p>Game Sense Invasion The focus of the learning is to develop dribbling in order to keep control and possession of the ball.</p> <p>Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.</p> <p>Meditation Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p>Yoga Theme: Positive Affirmations Objective: Encourage positive self-talk and self-acceptance. Asana: Cobra Pose, Bow Pose, and Warrior Poses. Pranayama: Gratitude Breath and Lion's Breath Philosophy: Emphasising self-love and embracing individuality. Meditation: Reflecting on positive qualities and affirmations.</p>	<p style="text-align: center;">Spanish</p> <p><u>Family members</u> To discuss how their family tree is set up. To express how many siblings they have, or to express they are an only child. Adjectives to describe family members character (to describe people). To describe connections between members. High frequency verb: tener (to have)</p> <p style="text-align: center;">TRIPS & OTHER EVENTS</p> <p>Year 5 Swimming every Monday</p> <p>Monday 4th March to Friday 8th March – National Storytelling Week</p> <p>Thursday 7th March - World Book Day</p> <p>Monday 11th – Friday 15th March– Red Nose Day Fundraising Week</p> <p>Thursday 21st March – Electric Umbrella Workshop</p> <p>Friday 22nd March – Gaura Purnima Festival</p> <p>Monday 18th March – Friday 22nd March– Neurodiversity Week</p> <p>Wednesday 27th March – Year 5 Eid Assembly</p> <p>Wednesday 27th March – Spring Term report to parents</p>

Thank you

Mrs Pant and Mrs Harrison