









## Curriculum Information Sheet Spring Term 2024-2025

### Class: Joyful Jellyfish & Sensible Seahorses Year 5

<p><b>ENGLISH</b></p> 	<p><b>Key Book:</b> A Midsummer Night's Dream</p> <p>We will be focusing on:</p> <p><b>Balanced arguments:</b> Students will write a balanced argument using supportive evidence.</p> <p><b>Third person stories set in another culture:</b> Students will include dialogue and expanded noun phrases to convey information about characters while interweaving cultural references to establish context.</p> <p><b>Whole Class Reading:</b> Each week there will be a reading skill focus: Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting. Looking at test style questions.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Modal verbs</li><li>• Fronted adverbials</li><li>• Cohesion</li><li>• Brackets and dashes for parenthesis</li><li>• Prefixes and suffixes</li><li>• Use of dictionaries and thesauruses</li></ul> <p><b>Handwriting:</b> To write legibly, fluently and with increasing speed.</p> <p><b>Spelling:</b> All children will be given weekly spellings to practise based on the Year 5 SPAG curriculum. Weekly spelling tests will be replaced with termly spelling tests. All children will be taught three 15-minute lessons throughout the week.</p>
<p><b>MATHS</b></p> 	<p>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 extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.</p> <p>We will be developing their skills in:</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• add and subtract fractions with the same denominator, and denominators that are multiples of the same number</li></ul>

	<ul style="list-style-type: none"> <li>• add and subtract mixed number fractions.</li> </ul> <p><b>Number - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• multiply up to a 4 digit number by a 1 digit number</li> <li>• multiply a 2 digit number by a 2 digit number – area model</li> <li>• multiply a 2 digit number by a 2 digit number,</li> <li>• multiply a 3 digit number by a 2 digit number</li> <li>• multiply a 4 digit number with a 2 digit number</li> <li>• solve problems with multiplication</li> <li>• short division</li> <li>• divide a 4 digit number by a 1 digit number</li> </ul> <p><b>Number -Fractions</b></p> <ul style="list-style-type: none"> <li>• identify improper and proper fractions as well as mixed numbers.</li> <li>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• calculate the fraction of a quantity, fraction of an amount, find the whole number, use fractions as operations.</li> </ul>
<p><b>SCIENCE</b></p> 	<p><b>Introducing Forces</b></p> <p>We will be learning about Forces 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>We will also be continuing to learn about <b>Climate Change</b> for our half term <b>Science topic</b>. The Earth's global temperature is warming, meaning that weather patterns and ecosystems are changing more quickly than animal species and human communities can adapt to. We will be discussing why it matters and what we can all do to help tackle climate change.</p> <p>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.</p>
<p><b>TOPIC WORK</b> (Geography)</p> 	<p><b>Study of the location of countries of the world, including biomes and environmental regions.</b></p> <p>Children will identify the position and significance of <b>latitude, longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>DT – Sculpture and 3D: interactive installation</b></p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>

	<p><b>Computing - E-safety</b> We will learn how to establish group rooms to create a positive online community,</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>PSHE</b></p> 	<p><b>Citizenship</b> 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>Philosophy Religion and Ethics Education</b></p> 	<p><b>Sustainable communities: Varnashrama</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>
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<p><b>SANSKRIT</b> Reading and writing: Accusative sentences = Nom – Acc - Verb  Topic: Nature  Bhagwat Gita:12.12</p> <p><b><u>PERFORMING ARTS</u></b></p> <p><b>Music</b></p>	<p><b>HEALTH &amp; WELLBEING</b></p> <p><b>Physical Education: Tag Rugby</b> The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p> <p>The focus of the learning is to look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged.</p> <p>The focus of the learning is to develop passing and moving forwards to score a try.</p>
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<p>Both Year 5 classes will be taught to sing and play musically with increasing confidence and control in partnership with the Harrow Music Service.</p> <p>Melodic Composition - Recorders/Ukulele Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure</p> <p><b>TRIPS &amp; OTHER EVENTS</b></p> <p><b>Friday 17<sup>th</sup> January 2025 – INSET Day</b></p> <p><b>National Story Telling week –</b> Monday 27<sup>th</sup> January 2025</p> <p><b>Wednesday 5<sup>th</sup> February 2025 –</b> 5SS trip to London Community Kitchen</p> <p><b>Thursday 6<sup>th</sup> February 2025 – 5JJ trip</b> to London Community Kitchen</p>	<p><b>Swimming</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><b>Meditation</b></p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning.</p> <p><b>Yoga</b></p> <p><b>Theme: Calming the mind</b></p> <p><b>Objective: Practise 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>5JJ – PE Kits should be worn to school on Monday for Yoga and Thursday for PE.</b></p> <p><b>5SS - PE Kits should be worn to school on Tuesday for Yoga and Wednesday for PE.</b></p> <p><b>Both classes need to wear their swimming costumes on Mondays. We recommend wearing swimming costumes under uniform. No piercing should be worn on swimming days and swim caps need to be worn.</b></p>
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Thank you

Ms Patel Ms Shingala