
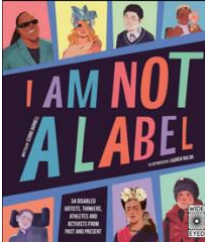
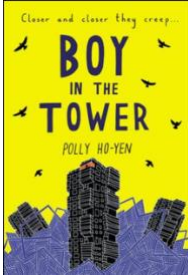

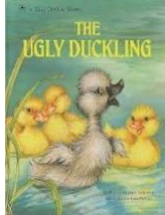

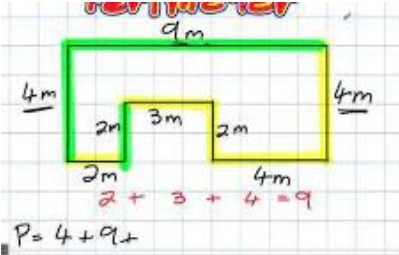
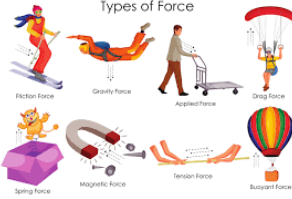




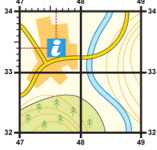


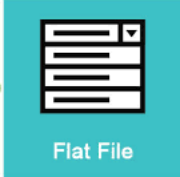











Year 5: Spring Term Curriculum Information for Parents 2023-24

Subject Area	Curriculum Information		
English	<p>Reading <u>A Midsummer Night's Dream</u></p>  <ul style="list-style-type: none"> Focus on the core text for predicting and a personal response Focus on some biographies, a commentary and an extract from the original play for retrieval Focus on the core text for summarising and understanding themes Focus on a narrative, a report and a poem for inference 	<p><u>I am not a Label</u></p>  <ul style="list-style-type: none"> Focus on the core text for comparing and authorial intent Focus on a narrative, a report and a discussion for retrieval Focus on the core text for predicting and a personal response Focus on an extended narrative and a poem for inference Focus on the core text for comparing and understanding themes Focus on an information leaflet, a narrative and an interview for retrieval Focus on the core text for summarising and a personal response Focus on a diary extract, an advertisement and a narrative for inference 	<p><u>Boy in the Tower</u></p>  <ul style="list-style-type: none"> Focus on the core text for comparing and a personal response Focus on a poem, a fact file and a set of instructions for retrieval Focus on the core text for predicting and authorial intent Focus on a speech, a section of dialogue and a report for inference Focus on the core text for summarising and understanding themes Focus on a news report, an internal monologue and a poster for retrieval Focus on the core text for comparing and a personal response Focus on a description, an explanation and an advertisement for inference
	<p><u>Writing</u></p> <ul style="list-style-type: none"> Playscripts Shakespeare Retelling Formal Letters of Application National Storytelling Week: The Ugly Duckling- Retelling from another perspective Third Person Stories set in Another Culture Balanced Argument <div style="display: flex; justify-content: space-around; align-items: center;">    </div>		
Maths	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to four digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers. Divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. 	<p><u>Decimals and Percentages</u></p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Write percentages as a fraction with denominator 100 as a decimal fraction. Solve problems involving numbers up to three decimal places and those with percentage and decimal equivalence. 	

	<ul style="list-style-type: none"> Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equal sign. <p>Fractions</p> <ul style="list-style-type: none"> Compare and order fractions whose denominators are 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. 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. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Area and Perimeter</p> <ul style="list-style-type: none"> Measure and calculate the perimeter of composite, rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares) including the use of standard units. Estimate the area of irregular shapes. 
<p>Science</p>	<p>Forces</p> <ul style="list-style-type: none"> Remember gravity- When is friction helpful and when is it not? What's the effect of air resistance? What's the effect of water resistance? 	<p>Earth and Space</p> <ul style="list-style-type: none"> What are the planets in our solar system? How does our view of the Moon change in a lunar month? Why is the Earth's tilt (axis) responsible for the seasons? 
<p>PRE (Philosophy, Religion and Ethics)</p>	<p>Spring 1: Building and Sustaining Communities</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>Spring 2: Good Company, Personal Choice and Holy People</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 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>History</p>	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> Why were the Olympic games invented by the Ancient Greeks? Greek Day: Debate between Athens and Sparta and learning about Battle of Marathon 	<p><u>Maya civilisation and compare to the Anglo Saxons</u></p> <ul style="list-style-type: none"> Where did the Maya live? What were the significant events in the Maya's history? What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza. 
<p>Geography</p>	<p><u>Grid References</u></p> <ul style="list-style-type: none"> What are 4 and 6 figure grid references and how do we use them? How can I precisely describe locations, landmarks, and places as a geographer? What are contour lines? 	<p><u>OS Maps and Fieldwork</u></p> <ul style="list-style-type: none"> Remember: What are OS maps and how do we use them? What are four and six figure grid references? 
<p>Computing</p>	<p><u>Creating Media: Video Production</u></p> <ul style="list-style-type: none"> What is a video? Filming Techniques U sing a storyboard Planning a video Importing and editing a video 	<p><u>Data and Information: Flat File Databases</u></p> <ul style="list-style-type: none"> Creating a paper-based data based Computer databases Using a database Using search tools Comparing data visually Databases in real life 
<p>Art</p>	<p><u>Textiles and Collage</u></p> <p>In this unit, pupils will take inspiration from natural objects to create textile art. They will combine collage and appliqué techniques to create work that depicts textured surfaces. Pupils will use a variety of materials including items from nature.</p> <p>Children will know:</p> <ul style="list-style-type: none"> Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture. Textile comes from the Latin word, <i>texere</i>, meaning to braid, weave, or construct. <p>Children will be able to:</p> <ul style="list-style-type: none"> Combine fabrics in a range of ways. Weave, braid and construct art using natural objects. 	
<p>Design and Technology</p>	<p><u>Structures: How are frames strengthened, reinforced, and made rigid?</u></p> <p>In this unit, pupils will look at a range of ways that frames are reinforced to make them stable. They will identify joins and supports and create a model shelter based on what they have learnt.</p> <p>Children will know:</p> <ul style="list-style-type: none"> Engineers use a range of methods to strengthen and reinforce structures. <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and describe ways that frames are strengthened and reinforced.   <p style="text-align: center;"> Abraham Darby III (1750 – 1789) Iron Bridge (1779) </p>	
<p>PSHE</p>	<p><u>SP1: Dream and Goals</u></p> <ul style="list-style-type: none"> When I grow up (my dream lifestyle) Investigate jobs and careers . My dream job. Why I want it and the steps to get there. Dreams and Goals of young people in other countries. How can we support each other? 	<p><u>SP2: Healthy Me</u></p> <ul style="list-style-type: none"> Understanding the health risks of smoking and learning about how Tobacco affects the lungs, liver and heart. To know the risks of misusing alcohol including anti-social behaviour and how it affects the liver and heart.

		<ul style="list-style-type: none"> To put into practice basic emergency first aid procedures e.g. the recovery position and know how to get help in emergency situations. To understand how the media, social media and celebrity culture promotes certain body types. To understand the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. To know what makes a healthy lifestyle including healthy eating and the choices needed to make to be healthy and happy.
PE (Physical Education)	 <p>This term Y5 will be going swimming.</p>	
Sanskrit	<ul style="list-style-type: none"> Reading and writing-Combine consonants with short and long vowels and diphthongs. Building Vocabulary and making simple sentences. Introducing Halanta consonants at the end, middle and beginning of the word. PRE/Yoga links: Texts: Verse 6 Srimad Bhagavatam verse 1.2.2, Bhagvad Gita Verse 4.13 with the meaning, Shikshastakam verse 6 and Nectar of Instructions verse 2 Sanskrit rhymes and revising all the rhymes and songs learnt and learning number and verb songs. Conversation - Learning a collection of verbs with interrogatives (Questions). Identify common names of fruits and vegetables. Number writing in Devanagari and numerals 1-20 Story "The sky is falling" and "Again become mouse". 	
Yoga	<p><u>Spring 1: Manipura, Solar</u></p> <ul style="list-style-type: none"> Practise various asanas to improve digestion linking to Manipura chakra. Parents are encouraged to participate in the campaign of performing 5 cycles of Surya Namaskar with their children daily. Practise variations standing poses- Parivrtta Viparita Virabhadrasana, Trikonasana, Natarajasana to the Surya Namaskar flow. Record the experiences including the names of asanas, pranayama, mudras and meditation. Produce a photo of an asana and a verse of BG to cultivate ownership of progressive practise. Practise Kalpa Bhati pranayama to rejuvenate the brain cells. Practise inner strength silence, sankalpa with Kali hand mudra to assist in accepting changes and challenges. 	<p><u>Spring 2: Anahata, Heart</u></p> <ul style="list-style-type: none"> Practise various asanas in standing, sitting, prone and supine to balance the heart chakra. Surya Namaskar campaign continues- practise 6 cycles of Surya Namaskar with 6 chanting mantras daily, state the main names of asanas. Produce a poster showing the Surya Namaskar flow with their personal selection verse of BG/ SB/ CC to improve wellbeing and connect with Divine. Incorporate energising Ardha Dhanurasana into Surya Namaskar flow to raise self- confidence, align towards a flexible and straight spine. Practise face acupressure with Sama Vritti (L3) to promote positive breathing and cultivate a natural loving kindness. Practise, remember the names of the hand mudras learnt and their benefits to improve digestion, meditation, hearing, observations skills and overcome challenges. 
French	<p><u>Spring 1: Presenting Myself</u></p> <ul style="list-style-type: none"> Count to 20. Say their name and age. 	<p><u>Spring 2: Family</u></p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French.

	<ul style="list-style-type: none"> • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<ul style="list-style-type: none"> • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeller (to be called) and avoir (to have)
<p>Music</p>	<p><u>Spring: Melodic Composition- Recorders/Ukulele</u></p> <ul style="list-style-type: none"> • Small group compositions using: <ul style="list-style-type: none"> - Recorders - Ukulele - Voices - Body perc/class perc • Awareness of form and structure 	
<p>Enrichment Opportunities</p>	<ul style="list-style-type: none"> • Greek Day • Shakespeare Workshop: Drama • Earth and Space Workshop • Gaura Purnima • National Story Telling Week • World Book Day • Science Week 	