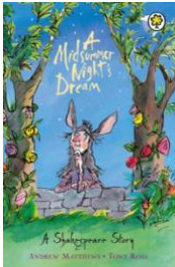
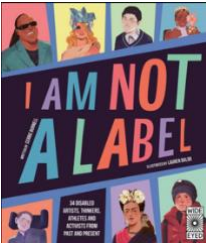
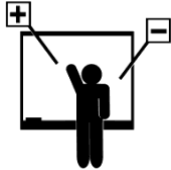
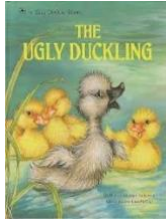

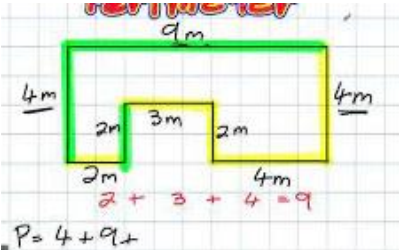
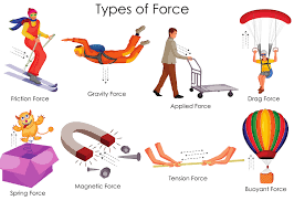




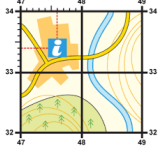

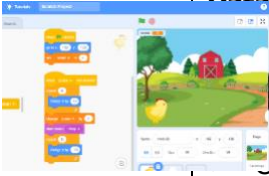











Year 5: Spring Term Curriculum Information for Parents 2024-25

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>Writing</p> <ul style="list-style-type: none"> Playscripts Shakespeare Retelling National Storytelling Week Third Person Adventure Stories Biographies   	
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. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equal sign. <p><u>Fractions</u></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. 	<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. <p><u>Area and Perimeter</u></p>

	<ul style="list-style-type: none"> • 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. 	<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 style="text-align: center;">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 style="text-align: center;">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 the Maya's history? • What were Maya city-states City-state study – Tikal, or Chichen Itza.  <p>events in like? Palenque</p>
<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>Programming A</u></p> <ul style="list-style-type: none"> • Using selections in computer programmes • Connecting a condition to an outcome • Directing the flow of a programme 	<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>Drawing: I Need Space</u> In this unit, children will:</p> <ul style="list-style-type: none"> • Understand and explain what retrofuturism is. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. 	
<p>Design and Technology</p>	<p><u>Mechanical Systems: Making a Pop-Up Book</u> In this unit, children will make and design gear and pulley systems and explore their uses.</p> <ul style="list-style-type: none"> • Give examples of machines that use gears and/or pulleys. • Describe how gears and pulleys work and their purpose. • Design and make a gear and pulley system. • Write and use a design brief to guide design. • Evaluate a product against a set of design criteria, provide useful feedback and incorporate changes. • Draw and annotate an eco-gadget bike design 	

<p>PSHE</p>	<p>SP1: Dream and Goals</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>SP2: Healthy Me</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. • 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.
<p>PE (Physical Education)</p>	<p>This term Y5 will be going swimming.</p> 	
<p>Sanskrit</p>	<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”. 	
<p>Yoga</p>	<p>Spring 1: Manipura, Solar</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. 	<p>Spring 2: Anahata, Heart</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. 

	<ul style="list-style-type: none"> Practise inner strength silence, sankalpa with Kali hand mudra to assist in accepting changes and challenges. 	<ul style="list-style-type: none"> Practise, remember the names of the hand mudras learnt and their benefits to improve digestion, meditation, hearing, observations skills and overcome challenges.
French	<p>Spring 1: Presenting Myself</p> <ul style="list-style-type: none"> Count to 20. Say their name and age. 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. 	<p>Spring 2: Family</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. 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)
Music	<p>Spring: Melodic Composition- Recorders/Ukulele</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 	
Enrichment Opportunities	<ul style="list-style-type: none"> Library Visit Shakespeare Workshop: Drama Earth and Space Workshop Gaura Purnima National Story Telling Week World Book Day 	