



YEAR 5 – SPRING TERM 2023

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading: Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; read and retrieve relevant key information from a range of fiction and non-fiction texts.

Writing

Non-fiction: Explore and use the different features and sentence structures of diary writing, based on the final diary entries of Scott of the Antarctic and applying this to writing about everyday life in another culture; explore the use of features such as similes, noun phrases, personification, fronted adverbials, oxymoron, precise verb choice and modal verbs

Poetry: Explore and analyse features used in the poem *The Malfeasance* by Alan Bold; use different poetic features in writing, such as: precise verbs, repetition, setting description, similes, onomatopoeia, hyperbole and metaphor.

Grammar, punctuation and spelling: Use a range of grammatical features within writing, including: adverbial phrases, relative clauses, short sentences for impact, complex sentences using subordinating conjunctions; use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens; Explore spelling patterns and rules: including prefixes and suffixes, homophones, irregular plurals.



Achieve goals, expand vocabulary, have a broader understanding on the world.

Mutual respect for the achievements of others, understanding the lives of people from the past and from other cultures

MATHS

- Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers
- Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Read, write, order and compare numbers with up to 3 decimal places
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles and estimate the area of irregular shapes
- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables



Understanding of maths vocabulary. Using maths within real-life contexts.

SCIENCE

- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Describe the movement of the Earth relative to the sun and describe the movement of the Moon relative to the Earth
- Describe the differences in the life cycles of a mammal, amphibian, insect and bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop into old age
- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic



Scientific vocabulary



Diversity of the natural world. Mutual respect in collaborative group work.



MFL

Los Planetas

· Explore vocabulary to describe planets from the solar system .

La familia

· Develop existing vocabulary to describe and introduce family members.

La Pasqua

· To explore Spanish traditions at Easter.

- Translate the Easter story from Spanish to English using visual, written and contextual clues



Intercultural understanding



Vocabulary associated with clothes and Easter

PE

Dance

Work with devices to add interest to action and explore different types of jumps.

Tennis

Introduce volley shots and overhead shots, to play with others to score and defend in competitive games

Gymnastics

Remember and repeat longer sequences with more complex actions.

Cricket

Link a range of cricket skills and use in combination and collaborate with a team to choose, use and adapt rules in games.

Achieving goals and having mutual respect



RE

Gospel

· Identify features of Gospel texts (for example, teachings, parable, narrative).

· Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

SALVATION

· Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.



Evaluate impact of sacrifice in own lives and the world today.



Deepen understanding of Christianity. Vocabulary associated with Gospel and Salvation.



MUSIC

Make You Feel My Love and The Fresh Prince of Bel-Air

Learn how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse

Music vocabulary used to appraise songs



DT – Food

Celebrating culture and seasonality by making healthy burgers and side dishes to explore new flavours for themselves.

Exploring Mexican culture and food linked to celebrations



ART

Typography and maps

- Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.
- Looking at the work of Louise Fili, Grayson Perry, Paula Scher, Chris Kenny



Great artists in history

COMPUTING

Digital Literacy – Online safety
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Information technology – Google sketchup

Research examples of art gallery architecture.

Develop understanding of simple CAD (computer-aided design) tools. Use Google Sketch up to create own virtual gallery.



Develop personal computing skills and understanding of galleries from around the world.

HISTORY

How were the Mayans more or less advanced than Britain in 900 AD?

A non-European society that provides contrasts with British history.

Mayan Civilization c. AD 900.
Contrast to Vikings and Anglo-Saxons.



*Intercultural understanding
Comparing Maya society to British society*



Maya worship and beliefs



GEOGRAPHY

How were the Mayans more or less advanced than Britain in 900 A.D.?

How did the geography of C. America affect the Mayan civilisation?

- Locate countries of Central. America (linked to the Maya), concentrating on environmental regions, key physical/human characteristics, countries & major cities.
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied..
- Physical geography: climate zones, biomes and vegetation belts.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Environmental impact and sustainability



PSHE

Keeping myself safe

- Recognise that there are positive and negative risks.
- Demonstrate strategies to deal with both face-to-face and online bullying.
- Identify risk factors in a given situation and consider outcomes of risk taking.

Rights and responsibilities

- Identify, write and discuss issues currently in the media concerning health and wellbeing.
- Define the differences between responsibilities, rights and duties.
- Define the terms loan, credit, debt and interest.



Risk taking



Understanding our human rights