

# Y5 Spring Term Curriculum Overview



## Religious Education

### **Christmas:**

We will learn about the story of Christmas from St Matthew's Gospel. We will explore the difficulties faced by Mary and Joseph and the tensions that arose with King Herod.

### **Parables & Sayings of Jesus:**

In this unit the children will gain a greater knowledge and understanding of the Parables of Jesus. We will explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

### **Lent:**

This unit involves the children thinking about the concept of 'temptation' as we study the temptations of Jesus. Pupils will be given the opportunity to reflect on what nurtures and damages human relationships. We will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as Sacrament of Healing and God's forgiveness.

### **Holy Week:**

In this unit we will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates the week through the liturgy and prayer.

## English

### **Class Texts:**

Our English lessons this term will be based around the reading of 'There's A Boy in the Girls' Bathroom' by Louis Sachar.

### **Reading (comprehension):**

During the spring term, the children will maintain a positive attitude to reading by exploring and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books during guided reading, comprehension lessons and their own independent reading. The children will increase their familiarity with a wide range of books, including modern fiction. We will also focus on drawing inferences, for example from characters' feelings and make comparison within and across texts.

### **Range of Writing:**

A variety of fiction and non-fiction writing genres shall be taught, including non-chronological guides, using authorial techniques to write in a descriptive manner, diary entries, writing play scripts, explanation texts, and writing narratives. The children will develop their writing skills in each of these areas and will be provided with many opportunities to write independently within English lessons and other areas of the curriculum.

### **Composition:**

Throughout the spring term we will focus on identifying the audience and purpose of a piece of writing and use similar writing as a model for our own ideas. Using the text 'There's A Boy in The Girls' Bathroom' as a stimulus, we will draw on our reading when developing initial ideas and consider how authors have developed characters and settings. We will study how to use a wide range of resources to develop cohesion within and across paragraphs.

### **Vocabulary, grammar and punctuation:**

We will improve our understanding of using a wide range of relative clauses (e.g. who, whom, that) to develop ideas within sentences. Also, the children will continue to improve their use of punctuation within the Y5 programme of study by studying the use of brackets and commas for parenthesis and to avoid ambiguity and Use of full punctuation for dialogue between characters. As well as this, the children will use a range of devices (such as adverbials) to develop cohesion within and across paragraphs. They will also develop their use of co-ordinating and subordinating conjunctions to increase the amount of clauses included in sentences. Furthermore, the children will continue to use adverbs (clearly, surely) and modal verbs (would, should) to indicate possibility within a sentence/paragraph.

### **Spelling:**

Throughout the year, the children will learn a variety of spelling strategies to support their ability to spell accurately. Some of the strategies that we will focus on this term are: look, cover, spell, check; the pyramid strategy; drawing a shape around the word and spelling difficult words without vowels. In the spring term, the children will learn to spell words ending in -ably and -ibly, rare spellings such as bruise and common homophones such as led/lead. As well as this, the children will learn to convert nouns into verbs using suffixes, such as -ate, -ise and -ify.

## Mathematics

### **Recall of number facts for +, -, x and ÷ :**

The children will be able to identify multiples and factors including all factor pairs and common factors of two numbers. They will know and use prime numbers, prime factors and composite (non-prime) numbers. Recall of prime numbers up to 100 will be focussed on as well as recognising square and cubed numbers and the notation for squared and cubed. We will also continue to consolidate rapid recall of multiplication and division facts up to 12 x 12.

### **Number and Place Value:**

We will interpret negative numbers in context. The children will also demonstrate an understanding of rounding any

number up to 1,000,000 to the nearest 10,000 and 100,000 as well as being able to round numbers with two decimal places to the nearest whole number and to one decimal place. The children will consolidate multiplying and dividing numbers by 10, 100 and 1000. As well as this we will begin to understand Roman numerals to 1000 (M) and recognise years in Roman numerals.

**Addition and Subtraction:**

The children will solve problems by adding and subtracting whole numbers with more than four digits and decimals with two decimal places, using the formal method. Addition and subtraction multi-step problems will also be solved in different contexts, requiring the children to reason the most efficient methods to use and why.

**Multiplication and Division:**

We will consolidate our understanding of multiplying numbers up to four digits by a one or two digit number using a formal written method. Furthermore, the children will divide numbers with up to four digits by a one digit number using a formal method. Following the consolidation of formal written methods, the children will apply their understanding by solving problems related to multiplication and division.

**Fractions:**

Our understanding of fractions will develop this term by recognising mixed number and improper fractions and also by consolidating addition and subtraction methods of fractions with multiples of the same denominator. We will continue to consolidate being able to compare and order fractions and further our understanding by solving problems when multiplying fractions. As a further challenge, the children will solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Measurement:**

The children will use, read and write standard units of mass to a suitable degree of accuracy as well as estimate volume and capacity. We will also focus on converting between different units of metric and imperial measures. To apply our learning, we will solve problems involving measures using all four operations.

**Geometry:**

The children will identify, describe and represent the position of a shape following a reflection or translation using the appropriate language, and know that the shape has not changed.

**Statistics:**

The children will solve comparison, sum and difference problems using information presented in a line graph. Also, the children will apply their statistical understanding by solving problems when completing, reading and interpreting information tables, including timetables.

Fluency, reasoning and problem solving will embed the learning that takes place throughout the maths curriculum, including maths activities taking place in other areas of the curriculum.

<p><b>Science</b></p>	<p><b><u>Everyday Materials:</u></b> The pupils will further develop their knowledge and understanding of materials, achieving an in-depth knowledge of the properties of certain materials and how and why those specific properties make them suitable for particular uses. We will explore familiar objects in detail and how their properties of can make them useful in everyday life. Pupils will use scientific vocabulary to describe, explain and communicate their understanding of materials. Comparative and fair tests will be carried out to answer questions about how and why certain materials are selected and used because of their properties. The children will aim to do this increasingly independently, recognising and controlling variables where necessary, so that they collect sufficient quality evidence to enable them to answer their science questions. Measurements will be recorded by the children, using appropriate equipment with increasing accuracy and using a variety of ways to report and present their data to an audience.</p> <p><b><u>Circle of Life:</u></b> The children will build on previous learning about the process of growth and reproduction in animals and about the life cycles of flowering plants. The life cycles of four significant types of animals: mammals, amphibians, insects and birds will be introduced. By the end of the topic, we will have a deeper understanding of the main stages of an animal life cycle: birth, growth, reproduction, aging and death. Pupils will compare and contrast different animal life cycles by identifying common features and differences. Later in the topic, we will investigate the ways in which humans are using science to help endangered animals complete their life cycles. Pupils will know some of the reasons why different types of animals may become endangered and will also be able to argue a case for an animal under threat, suggesting why it should be helped and how science might be useful in doing this.</p>
<p><b>Computing</b></p>	<p><b><u>We are Artists:</u></b> The children will develop an awareness of computer-generated art and appreciate the links between geometry and art.</p> <p><b><u>We are Web-developers:</u></b> We will understand the work of architects, designers and engineers working in 3D and develop our familiarity with a computer-aided design tool.</p>

<b>P.E.</b>	<p><b><u>Gym Sequences:</u></b> The children will use and refine their skills of flexibility, strength, balance, power and mental focus to develop skills for movement, including rolling, bridging and dynamic movement. They will use counterbalances and incorporate them into a sequence of movements.</p> <p><b><u>Step to the Beat:</u></b> During this unit, the children will understand the benefits of improving muscle tone in the abdominals and legs to learn new strength-based moves. They will also perform a sequence of steps in time with music</p> <p><b><u>Striking and Fielding:</u></b> With a focus on cricket, the children will develop their skills in batting and fielding. They will choose fielding techniques, develop a safe and effective overarm throw and learn batting control.</p> <p><b><u>Gymfit Circuits:</u></b> During this unit, the children will understand why fitness is good for health and wellbeing by performing a fitness circuit that aims to improve strength and stamina. They will also develop their own personal fitness in an obstacle-style circuit.</p>
<b>P.S.H.E.</b>	<p>Throughout this term the pupils will be taught how to recognise and manage emotions within a range of relationships and how to respect equality and diversity. We will discuss a number of topics, such as how their actions affect themselves and others. The pupils will also listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. As a class we will work collaboratively towards shared goals and develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p>
<b>Multi-cultural</b>	<p>We will be learning about some of the main teachings of the religion of Islam and learn about some of the Islamic festivals such as Milad un Nabi (the birthday of the Prophet Muhammad) which took place in December, along with Lailat al Miraj which will take place on <b>April 13th</b> and Lailat al Bara'ah which will take place on <b>May 1st</b>.</p>
<b>Foundation Subjects</b>	<p>During this term foundation subjects will be taught through the theme of 'Ancient Egypt'.</p> <p><b><u>Art:</u></b> The children will develop their mastery of art techniques by drawing pyramids, Egyptian gods and creating clay models of a pyramid.</p> <p><b><u>Design and Technology:</u></b> The children will be challenged to create their own pyramids in D.T. with hidden compartments.</p> <p><b><u>Geography:</u></b> We will locate where Egypt is and identify the different seasons in the Egyptian calendar. A geographical enquiry will be conducted to develop knowledge of rivers and we will focus in particular on the River Nile.</p> <p><b><u>History:</u></b> The pupils will be attempting to identify how we can rediscover the wonder of Ancient Egypt and will learn about the impact the Ancient Egyptians by creating a timeline of key historical events in Ancient Egypt. We will learn about the hierarchical ruling system in Ancient Egypt and discuss crime and punishment. The children will learn about the discovery of Tutankhamun's tomb and create a list of instructions for novice embalmers. Research will be conducted about the Pharaohs to discover why they were important.</p> <p><b><u>Music:</u></b> The children will understand why music was important to the Ancient Egyptians and attempt to improvise and compose their similar music of their own.</p>
<b>French</b>	<p>Our focus will be on spoken language and the ability to listen attentively and join in by responding. The children explore the patterns and sounds of language through songs and attempt to adapt phrases to create their own sentences.</p>
<b>Other Activities / Visits</b>	<p>Further activities and visits are currently to be confirmed.</p>

### Homework Arrangements:

<b>English</b>	A piece of English homework will be given out on a <b>Friday</b> . This should be returned the following <b>Thursday</b> .
<b>Mathematics</b>	One piece of homework will be given out on a <b>Friday</b> . This should be returned the following Thursday
<b>Spelling</b>	Spelling homework will be given out on a <b>Monday</b> .
<b>Number Facts</b>	The children will be provided with a times tables sheet on a <b>Friday</b> . They will be tested on their times tables the following <b>Thursday</b> .
<b>Project</b>	The children will soon be provided with information about project. This project is due in by Friday 3 <sup>rd</sup> March.

### Useful Information:

P.E. takes place on **Tuesdays** and **Thursdays**. Please ensure that the children have the correct kit in school on these days. Please note that children will need to be able to remove ear rings to take part in P.E.

Although school will provide equipment for the children, to develop their independence it is a good idea for them to bring a pencil case with a pencil, ruler, rubber and sharpener each day. They can also bring some pencil crayons if they wish. In addition, bringing a small folder for any letters or homework is a good idea and will again help to prepare the children for Year Six and secondary school.

If you have any information or are knowledgeable in any of the topics outlined above please let me know! It is always interesting and valuable for the children to hear from people who have first-hand experience of a particular topic/area.