

Year 5 Curriculum Information Spring 1 2024

English

Text based activities based on our class text– “*The Ice Bear*” by Jackie Morris

Outcomes:

Fiction: To write a flashback story from the perspective of the boy

- Read a range of stories with flashbacks, exploring purpose and audience for each
- identify common features of flashback stories, especially the phrases that indicate the flashback is beginning to draw up success criteria
- Map stories to find where flashbacks sit & explore how to use flashbacks to the best effect
- Read “*The Ice Bear*” and identify key characters and events, mapping the story
- Use drama and role-play to guide thinking through the main events and characters’ responses
- Pupils plan, write,edit and uplevel several paragraphs of flashback story, using the success criteria

Non-fiction: To write a persuasive text as to why polar bears should not be kept in zoos

- Read a range of persuasive texts to become familiar with structure and language features
- Draw up a shared success criteria
- Research about polar bears, including in captivity
- Re-read the main text and analyse thoughts, feelings and actions through drama and role play.
- Plan, write and edit a persuasive text

Poetry:

- Explore the poem “*From a Railway Carriage*” by Robert Louis Stevenson
- Write poems in a similar style

Spelling, Punctuation and Grammar

- Recap challenge words in spellings
- ‘-able’ where the e from the base word remains
- adverbs of time
- words with the suffix where the base word ends in ‘-fer’

Maths

Multiplication and division

- Multiply a 4-digit number by a 1-digit number
- Long multiplication
- Short division
- Division with remainders
- Solve problems with multiplication and division

Fractions

- Multiply fractions
- Fractions of an amounts
- Use fractions as operators

Science - Circle of life

In this topic children look at the life cycles of various species including mammals, amphibians, fish and birds. They also look at and describe the life process of reproduction in plants and animals.

Children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Scientist of the half term - Dr Donald Palmer. His research involves investigating the way the human body changed with age

Geography - A Study of the Alpine Region: Where should we go on holiday?

- Children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.
- They create a storyboard on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.
- The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.
- Children will use physical and political maps to locate places and regions
- Children will learn that the Alps were formed over a long period of time, millions of years ago and understand that the Alpine region is unique
- They will share information about a European region that may be useful to tourists

RE - Sanatana Dharma – How can Brahman be everywhere and in everything?

- To think about who I am and what I mean to different people
- To explain why Sanatanis believe Brahman takes on many forms
- To explain how characteristics of Brahman present in different deities show how he can be everywhere and in everything
- To make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives
- To explain how a belief in the importance of the living world might affect people's actions

PSHE – Dreams and Goals

- To understand I will need money to achieve my goals and dreams
- To explore a range of jobs and explore how much people earn in different jobs
- To describe the dreams and goals of young people in a culture different to mine
- To encourage other young people to meet their dreams and goals

Computing – STEAM Challenges

- Girls against boys in a series of creative STEAM challenges
- Children will learn to tackle coding, maths, art DT and various different problem solving
- Children will plan and build/present their ideas in various different ways

Art – Frida Kahlo

- To learn about Frida Kahlo and analyse some of her work
- To study the self portraits of Frida Kahlo
- To explore how Kahlo drew on her cultural background for her artwork
- To understand what surrealism is in artwork
- To explore how Kahlo painted moments in her life and expressed emotion through her work

PE - Fair, Share, Dare

- Understand and follow rules and compete fairly with others
- Resolve arguments themselves
- Take turns and include everyone in games
- Recognise and celebrate difference
- Be brave, try new things and take risks in games

Music

- Charanga - "Make You Feel My Love" - the learning is focused around performing Bob Dylan's song (as covered by Adele), leading to a performance at the end of the half term
- Pupils will be introduced to the original as well as Adele's cover version, and to a range of other ballad songs, identifying common features of the music
- They will also learn instrumental parts for the song and build upon general musicianship through warm up games for rhythm, pitch and pulse
- An introduction to instrumental improvisation will also be included as part of the process of learning the song for performance, together with an opportunity to write suitable lyrics for a ballad

Spanish

Culture: Hispanic countries of South America

Language:

- additional adjectives
- additional verb infinitives
- immediate future tense
- adverbs of time
- more complex questions
- leave taking

Home Learning Opportunities

- Homework is given on Google Classroom each Friday.
- Practising reading, spellings and times tables everyday has the most impact on learning!
- Please bring your reading book and record every day
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE days are **Monday and Thursday**

You should wear your PE kit to school on this day with your school jumper or cardigan over the top of any kit to look smart for the rest of the day (and don't forget to put trainers/pumps in your bag for other days).