



YEAR 5 Spring Term overview

| Subject | |
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| TRIPS | Visit the Church of the Resurrection in Grove Hill and Rainforest Uncovered (in school) |
| Maths | <p>Children will be learning long and short multiplication using formal written method. They will also be learning a formal written method for division (known as the bus stop method). This will also allow them to learn how to write remainders as fractions and decimals.</p> <p>Fractions will be taught as well, and children will be looking at the following areas: equivalent fractions; compare and order fractions adding and subtracting fractions; and fraction problem solving.</p> |
| English | <p>Poetry: The children will be learning about and becoming familiar with free poetry by Michael Rosen and Jaqueline Woodson and writing their own poetry in the style of these poets.</p> <p>Mystery and Fantasy: The children look at 'Tales from Outer Suburbia' and 'No Other Country' by Sean Tan where they will plan and write their own journey story.</p> <p>Recounts and Persuasive Writing: The children then spend time writing persuasive texts where we specifically look at our Topic of Rainforests and the idea of Deforestation.</p> <p>SPaG: (Spelling, grammar and punctuation):</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Revise Past tense use. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. Use and understand the grammatical use of modal verbs within sentences. To use a dash for parenthesis. Using semicolons, colons, or dashes to mark boundaries between independent clauses. Use and understand the grammatical terminology in English Appendix 2 Fronted adverbials, subordinate conjunctions coordinate conjunctions colons. Indicate grammatical and other features by: a. using commas to clarify meaning or avoid ambiguity e. using a colon to introduce a list. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading - apostrophes. Know modal verbs, indicate a degree of possibility. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading - apostrophes. Use and understand the grammatical term determiners</p> <p>Spellings:</p> <p>Review suffixes beginning with vowel letters to words. Focus on morphology. Revise suffixes beginning with vowel letters to words with unstressed syllables. Focus on words that double the final consonant. Review soft c- words in statutory list. Explore words with silent letters such as b, k, or g.</p> |



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| | Explore words containing the letters ough. Revise rules for applying prefixes un-, dis-, mis-, in-, and auto-. |
| Topic | <p>The children will be looking at the topic of Rainforests this term in Topic. The children will learn to locate the Northern and Southern Hemisphere and the Equator. They will learn about different biomes and their features and the different layers of the rainforest. They will understand the threat to the rainforest because of deforestation and begin to think about the different animals that have become endangered. They will begin to understand how important the Amazon River is to the rainforest and the world, as well as learning about the people that live in the rainforest and their lives.</p> <p>Key Vocabulary: Deforestation, agriculture, emergent layer, canopy layer, understory/shrub layer, forest floor, endangered, species, threat, extinction, indigenous, temperate, biomes</p> |
| Computing | <p>Spreadsheets (Continued from Autumn term)</p> <p>Children will use a formula wizard to add a formula to a cell to automatically make a calculation in that cell. Use calculators to test hypothesis. Add a formula to a cell to automatically make a calculation in that cell. Use a spreadsheet to model a real-life situation and answer questions.</p> <p>Key Vocabulary average, advance mode, copy and paste, cells, charts, equals tool, formula, random tool, rows columns, spreadsheet, timer</p> <p>Coding</p> <p>Children will represent a program design and algorithm. Create a program that stimulates a physical system using decomposition. Explore string and text variable types to that the most appropriate can be used in programs. Program a playable game with timers and scorepad.</p> <p>Key Vocabulary Action, Bug, Control, Algorithm, Debug, Sequence, Simulation, Variable, Selection, Variable, Timer, Event,</p> |
| Science | <p><u>Properties and Changes of Materials -</u></p> <p>Pupils will be looking at dissolving and understanding the differences between dissolving and melting. They will also be looking at reversible and irreversible changes and will be able to explain the differences. As well as this, pupils will be investigating conductors and insulators.</p> <p><u>Key Vocabulary:</u></p> |



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| | <p>Dissolving, Soluble, Observation, Variables, Magnetism, Transparency, Thermal, Attributes, Qualities, Definite</p> <p><u>Living Things and Their Habitats -</u></p> <p>Children will begin to look at the main differences between mammals, amphibians and birds, as well as looking at the habitats these creatures live in. They will also start to look at the life cycles and the reproduction of some animals and plants.</p> <p><u>Key Vocabulary:</u></p> <p>Vegetable, chrysalis, cycles, amphibians, habitat, metamorphosis, reproduction, offspring</p> |
| DT | <p><u>Bread Making:</u></p> <p>During this topic pupils will be using their experiences of food ingredients and cooking methods to help generate ideas to plan and make bread.</p> <p>Pupils will explain why they have chosen certain foods and processes; have produced an order of work and chosen equipment appropriately; have made and evaluated their bread product against objective design criteria; have a clear understanding of issues related to food safety and hygiene.</p> <p><u>Key Vocabulary:</u></p> <p>Restaurant, convenience, accommodate, kneading, designing, evaluating, investigation, preferences, ingredients, mixing, kneading, proving</p> |
| Art | <p><u>Printing:</u></p> <p>Children will be printing onto lino squares during this topic. They will be using layers of paint to add detail to background colours creating a mixed media work. Print using a number of colours, looking at primary, secondary and tertiary colours. Pupils will be printing onto different materials.</p> <p>Children will be able to use a range of printing techniques (mono, block, poly and lino) to create repeating patterns based on the works inspired by Rousseau.</p> <p><u>Key Vocabulary:</u></p> <p>Tertiary, gauge, printing, shaping, tools, Rainforest, Rousseau.</p> |



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| Indoor PE | <p>Gymnastics Children perform an increasing range of gym actions individually, with a partner and in a group. They will complete an increasing range of actions and skills when travelling including rolls and jumps. Children will explore weight on hands developing the ability to do a handstand and experiment with counterbalance and counter tension. Pupils will create sequences by applying the skills learn and consider whether to match or mirror partners.</p> <p>Key Vocabulary: rotation, leaps, counterbalance, counter tension, matching, mirror, shape, travel, flight, apparatus, bridge position, flexibility</p> |
| Outdoor PE | <p>Tag Rugby: Children will learn to pass the ball and run with the ball, as well as the rules of Tag Rugby and the pitch. They will learn the different positions as a defender. The children will learn to use width and depth changing direction and speed and they will choose and use skills which meet the specific needs of the ball. They will also work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game.</p> <p>Key Vocabulary: opposition, defending, consistently, passing, try, opponent, horizontal, opposition.</p> <p>Tennis: the children will learn to play against an opponent while recapping the shots that have been learned in year 4. They will learn to use the volley shot, overhead shot and to defend. The children will learn to strike the ball with reasonable accuracy and consistency and play shots on both sides of the body and from above the head with reasonable control. They will understand how to position their bodies to receive a ball coming from different heights and angles</p> <p>Key Vocabulary: defend, attack, opponent, pressure, overhead, forehand, back hand, approach.</p> |
| RE | <p>Topic: Sources of Wisdom Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities. Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <p>Key Vocabulary: sense, intelligence, insight, meaning, inspiration, sacrifice, understanding, faith, gracious, merciful, judgement, worship</p> |



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| PSHE | <p>Dreams and Goals: In this unit, the children will understand that they will need money to help them to achieve some of their dreams as they begin to learn about a range of jobs that people carry out and explore how much people would earn in different jobs. Children will think about what they would like to do when they grow up and consider what they need to do to achieve it. The children will look at children from other cultures and how their dreams and goals may differ from theirs. They will develop their understanding that communication with someone in a different culture means that they can learn from each other and support each other.</p> <p>Key Vocabulary: Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, profession, contribution, society, perseverance.</p> <p>Healthy Me: In this unit, the children will be considering the risks of smoking and how tobacco affects the lungs, liver and heart. The children also will understand some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. The children will know how to put into practice basic emergency procedures and know how to get help in emergency situations. The children will understand how the media, social media and celebrity culture promotes certain body types.</p> <p>Key Vocabulary: choices, pressure, media, influence, emergency, procedure, calm, celebrity, altered, celebrity.</p> |
| French | <p><u>Le vrai professeur -</u> Vocabulary focus: Commands informal and singular Grammar focus: imperatives</p> <p><u>J'ai les cheveux noirs et longs -</u> Vocabulary focus: descriptions of self and others Grammar focus: agreement of adjectives by gender and singular/plural J'ai les cheveux noirs et longs.</p> |
| Music | <p>Unit: Make You Feel My Love by Bob Dylan (Adele Version)</p> <p>Style: Ballad</p> <p>Topic and cross-curricular links: Children will know and talk about musical dimensions featured in the song and where they are used. Children will learn that using one or two notes confidently is better than using five. Pupils will be able to talk about notation and recognise the connection between sound and symbol. Class perform music with others, considering their audience, singing clearly and playing with confidence</p> |



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Key Vocabulary: texture, dynamics, tempo, rhythm, pitch, notation, sound, symbol, composition, audience, verse, chorus

Unit: Fresh Prince Of Bel-Air

Style: Hip Hop

Topic and cross-curricular links: Children will learn a famous rap and create own to make up (compose) own rap or words to the existing rap. Class choose topics linking to topics in school such as literacy or 80s Hip Hop culture in general. Class reflect on the historical context of the musical style and compare songs/raps in the same style, talking about what stands out musically in each of them, their similarities and differences.

Key Vocabulary: key, stave, riff, pronunciation, Hip Hop, Tempo, rhythm, unison, improvise, tune, texture, stave