

Year 5 - Spring 2 (2024 – 2025)

Raging Rivers!

English	Maths	Science	
<p><u>Writing</u></p> <p>(Continued from Spring 1)</p> <p>Genre: Biography</p> <p>Stimulus: David Attenborough (Biography)</p> <p>Key learning:</p> <ul style="list-style-type: none"> - Adverbial phrases - Colon to introduce a list - Repetition for effect <p>Genre: Poetry</p> <p>Stimulus: The Highway Man</p> <p>Key learning:</p> <ul style="list-style-type: none"> - Adjectives - Repetition for effect - Similes <p>Genre: Narrative</p> <p>Stimulus: Gorilla</p> <p>Key learning:</p> <ul style="list-style-type: none"> - Relative clauses - Dialogue - Adverbs - Adjectives - Onomatopoeia - Time adverbials - Personification <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Words containing 'ough' - Adverbs of possibility and frequency - Y5/6 Common Exception Words Homophones <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Inverted commas - Expanded noun phrases - Adverbs / Adverbials 	<p><u>Reading</u></p> <p>(Key focuses in blue)</p> <p>Class Novel: Holes by Louis Sachar</p> <p>Wider Curriculum texts: The Jamie Drake Equation by Christopher Edge and The Highway Man</p> <p><u>Book Talk</u></p> <ul style="list-style-type: none"> - Explain and discuss understanding of texts read. - Identify and discuss themes and conventions in and across a wide range of texts. - Compare characters within and across books. - Discuss and evaluate how authors use language, including figurative, considering the impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect. - Make comparisons within and across books. - Distinguish between statements of fact and opinion. - Participate in discussions about, building on their own and others' ideas and challenging views courteously. <p><u>VIPERS</u></p> <p>Using relevant evidence and justifications:</p> <ul style="list-style-type: none"> - explore the meaning of words in context - draw inferences about characters' feelings, thoughts and motives - predict what might happen next - summarise the main ideas from more than 1 paragraph - identify how language, structure and presentation contribute to meaning (non-fiction) - retrieve, record and present information (non-fiction). <p><u>POETRY</u></p> <p>Learn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume.</p> <p>Poem: I Wandered Lonely as a Cloud <i>by William Wordsworth</i></p>	<p><u>Times Table Focus:</u> 8x table</p> <p><u>Decimals and Percentages</u></p> <p><i>Prior learning - Round decimals with 1 decimal place to the nearest whole number</i></p> <ul style="list-style-type: none"> - Order and compare decimals (3DP) - Round to the nearest whole number - Round to 1DP - Understand % - % as fractions and decimals - Equivalent fractions, decimals and percentages <p><u>Statistics</u></p> <p><i>Prior learning - interpret and present data using appropriate graphical methods, including bar charts and time graphs</i></p> <ul style="list-style-type: none"> - Draw line graphs - Read and interpret line graphs - Read and interpret tables - Two-way tables - Read and interpret timetables <p><u>Perimeter and Area</u></p> <p><i>Prior learning - Measure and calculate the perimeter and area of a rectilinear shapes.</i></p> <ul style="list-style-type: none"> - Perimeter of rectangles - Perimeter of rectilinear shapes - Perimeter of polygons - Area of rectangles - Area of compound shapes - Estimate area <p><u>Statistics</u></p> <p><i>Prior learning - interpret and present data using bar charts and time graphs.</i></p> <ul style="list-style-type: none"> - Draw, read and interpret line graphs - Read and interpret tables, two-way tables and timetables. 	<p><u>Animals including Humans</u></p> <p><u>Prior learning</u></p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey <p>Describe the changes as humans develop to old age:</p> <ul style="list-style-type: none"> - How do humans change throughout their life? - How do we develop in the womb? - How do we change throughout puberty? - How do humans change as we become senior?

PSHE	Design and Technology			Computing
<p>Healthy Me</p> <p><i><u>Prior learning:</u> Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</i></p> <p><i>Identify feelings of anxiety and fear associated with peer pressure.</i></p> <p>Explain different roles that food and substances can play in people's lives.</p> <p>Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that I respect and value my body.</p>	<p>Food - Celebrating culture and society</p> <p><i><u>Prior learning:</u> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</i></p> <p>Making</p> <ul style="list-style-type: none"> Follow a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/ charts such as star diagrams. Evaluate the final product, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 			<p>Creating Media</p> <p>Vector graphics</p> <ul style="list-style-type: none"> Identify that drawing tools can be used to produce different outcomes. Create a vector drawing by combining shapes. Use tools to achieve a desired effect. Recognise that vector drawings consist of layers. Group objects to make them easier to work with. Apply what I have learned about vector drawings. <p>E-safety: False Photography</p> <p>To recognise when, why and how photographs we see online may have been edited.</p>
French	Physical Education			
<p>The Weather</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols 	<p>Athletics</p> <p><i><u>Prior learning:</u> Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</i></p> <ul style="list-style-type: none"> Sustain pace over short and longer distances. 	<p>Swimming</p> <ul style="list-style-type: none"> Swim confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations 	<p>Tag Rugby</p> <p><i><u>Prior learning:</u> Consistently perform basic tag rugby skills, implement rules and develop tactics in competitive situations, increase speed and endurance during gameplay.</i></p> <p>→ Recognise where improvements could be made in their work.</p>	<p>Basketball</p> <p><i><u>Prior learning</u> – Increased confidence and selection of basic skills such as dribbling, throwing and shooting. Used footwork rules in a game situation and explored basic marking.</i></p> <p>→ Use strength, ability and coordination when defending.</p>

	<ul style="list-style-type: none"> - Run as part of a relay team. - Perform a range of jumps and throws. <p>Key vocabulary: Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.</p>		<ul style="list-style-type: none"> → Develop, select and combine more complex skills in competitive environments. → Play in games developing strength and technique. 	<ul style="list-style-type: none"> → Increase power and strength of passes, moving the ball accurately in a variety of situations. → Select and apply a range of tactics and techniques to play with consistency.
Music			Geography	
<p>Easter Production</p> <p><u>Prior learning:</u> <i>Sing songs in unison and in canon with accurate pitch and increasing expression. Adapting volume and tempo when performing with others.</i></p> <ul style="list-style-type: none"> - Sing songs with accurate pitch, controlled breathing and expression. - Maintain my own part and be aware of how the different parts fit together. 			<p>Rivers (Fieldwork)</p> <p><u>Prior learning:</u> <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.</i></p> <p>Key geographical enquiry question: What are the features of my local river?</p>	
Religious Education				
<p>Dispositions:</p> <p>Participating and Willing to Lead</p> <ul style="list-style-type: none"> ❖ Leadership and community involvement ❖ Mitzvot Day <p>Being Modest and Listening to Others</p> <ul style="list-style-type: none"> ❖ The story of Jesus washing disciples' feet and contemporary foot washing ❖ The Last Supper and explanation ❖ Jesus' humility ❖ Prophet Isa's (Jesus) ascension <p>Theme: Easter Concept: Forgiveness</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - How can people help to make the world a better place? - How do believers of faiths participate in Birmingham, the UK and the world? - What do Christians teach from the Bible about humility? - How do Christians follow Jesus' example of humility? 			<p>Our learning:</p> <p>What are rivers, and how are they formed? What can I learn about rivers from studying the River Trent? How can I collect data from a local river in my region? How will I present and analyse data collected from fieldwork?</p> <p>Key concepts: Place, Space and Physical Processes</p> <p>Key vocabulary: analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley</p>	