



Dear Parents and Carers

I hope you all had a wonderful winter break.

Here are the exciting topics and subjects we will be covering during the spring term.

### CbIDS (Consciousness-based Interdisciplinary Studies)

This term our CbIDS aspects of orderly growth include: We are Here to Enjoy, Purification, Knowledge, Integration and Adaptability.

### Maths

In maths this term we cover a range of topics which includes: multiplication of numbers up to 4 digits by 2 digits and division of numbers up to 4 digits by 1 digit including remainders. This term also includes multiplication of fractions by whole numbers and finding fractions of amounts. Next we cover decimals, fractions and percentages, by comparing and ordering as well as finding equivalents between them. Finally we will work on calculating the perimeter and area of shapes and reading and interpreting graphs and tables.

Knowing their times tables up to 12 X 12 including all division facts is really important in upper key stage 2. Please practise with your child as much as possible to help them be secure with these facts.

### English

We will start the term on an argument and debate topic. Pupils learn about giving reasons for their opinions and about pros and cons for an argument. They explore using adverbials for cohesion and complete a written argument. The unit ends with the children holding a formal debate chosen by the class and myself.

Next, we will read and analyse *Clockwork* written by Phillip Pullman. The children will learn the features of a suspense story by exploring vocabulary and language. Children will write postcards, letters and finally their own suspense story.



Spelling, punctuation and grammar will be a focus through our English work. We will work on sentence structure throughout the term including punctuation for the use of brackets, dashes and commas to indicate parenthesis. We will continue to use Alan Peat sentence types to enable the children to write in a more sophisticated way.

## Science

### Spring 1 - Forces

During this unit of work, children will be identifying the effects of air resistance, water resistance and friction that act between moving surfaces. We will be recognising that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. We will be exploring a range of different types of forces such as push, pull and magnetic force. Children will be working scientifically by carrying out fair tests to plan and investigate a range of experiments to test different forces and evaluate which was most effective. Children will also find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

### Spring 2 - Earth and Space

During this unit of work, children will learn that the Earth is part of the Solar System and that the Sun is at the centre of that system. They will learn the names of the other planets (based on their distance from the Sun) and be able to describe the movement of Earth (and other planets) in relation to the Sun. Children will discover why there is day and night on Earth and relate this to time. Children will also gain an understanding of the phases of the Moon and be able to describe the Moon's movement in relation to the Earth.

## History

### Spring 1

Liverpool - The Slave Trade: During this fascinating topic pupils will gain an understanding of slavery throughout history before focussing on the role Liverpool played during the 19th century. Pupils will also answer enquiry



questions such as 'What effect did the slave trade have on the development of the city of Liverpool?', as well as reading diary extracts written by those who were enslaved. Pupils will study government legislation and individuals who were instrumental in the abolition of slavery such as Olaudah Equiano and William Roscoe.

## Geography

### Spring 2

Biomes and vegetation belts: Pupils will firstly look at identifying the varied biomes and vegetation belts of our planet, ensuring understanding of where in our world the various biomes are located. We will focus on rainforest and desert areas studying their different characteristics, using our knowledge to produce dioramas. We will also research and learn about the Masaii tribe to compare and contrast life in a different biome than our own, thereby learning more about how others live in our varied world.

## Art

### Spring 1

#### Mixed Media land and cityscapes:

In this pathway, children see how artists use their creative freedom to explore ways of working which involve different materials and media.

Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to "produce" an end result.

#### Set design:

In this project pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation.

Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music).



## DT:

### Spring 2

#### Bird hide challenge:

In this unit, children learn about structures. They learn that structures can fail when loaded, and the use of techniques for reinforcing and strengthening structures. They are shown the strength of tubes as a construction material and textiles as a suitable cover for a framework. The main outcome of this unit will be the design and construction of a framework-type bird hide.

## Computing

Programming A – Selection in physical computing – In this unit, children will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Children will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices – LEDs and motors) through the application of their existing programming knowledge. Children are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).

Flat-file databases – This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

## Music

### Spring 1

In music this half term, we will be following the Charanga scheme of work. It is a 6-week unit of work which includes musical warm up games with emphasis on vocal warmups, rhythm, pulse tempo, pitch etc. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of



music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads. Any student who plays an instrument and would like to bring it in to play along with the song would be very welcome.

## Religious Education

### Spring 2

The taught R.E syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. The aim is to promote an understanding and respect for those with different religions and religious beliefs and to prepare our students to live in a diverse and modern Britain.

Christianity This half term pupils will deepen their understanding of Christian beliefs about Jesus as God incarnate. This will entail exploring what the Christian belief in Jesus as 'fully human and fully divine' means. Pupils will consider why some people regard the miracles of Jesus as signs of his divine nature.

Pupils will have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, we will discuss the importance for many Christians, of believing in the possibility of miracles and in their belief in the resurrection of Jesus. Pupils will investigate why some Christians might want to travel to a place associated with a miracle and reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened.

Hindu dharma Pupils will examine how Hindu truths are transmitted using stories from revered literature. The focus will include beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities will be provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story. Pupils will be encouraged to consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences. We will learn about the Hindu belief that God is present in all people through Atman and the impact this might have on the way Hindu's should treat



others. (Atman is a Sanskrit word, defined in simple terms as an individual's inner self, spirit or soul)

We will also look at a variety of ways that Hindus may celebrate the festival of Holi.

#### Other important information

P.E this year will be on Fridays. This term P.E will be off site. Year 5 will also start swimming weekly from the week beginning 24th January. Just a reminder that the children will be returning to school at approximately 3:40.

I will set homework on a Friday and the children will be expected to complete and return the work by the following Friday.

Please ensure your child brings a water bottle to school and a healthy snack can be brought for morning break time.

Yours sincerely,

Mrs Gaskell and the Year 5 team.