








# Spring Curriculum Overview – Year 5

<div style="text-align: center;"> <b>English</b></div> <ul style="list-style-type: none"> <li>Narrative writing using the clip 'One Small Step'. We will be writing a continuation with the plot whilst considering the similarities and differences</li> <li>Non-fiction using a Mars transmission. We will be writing our own transmission from Mars as if we were stranded following a disaster. To do this we will research and understand the planet and space travel</li> <li>Narrative writing using the book 'ZOO'. We will be writing from a new viewpoint on the same plot whilst considering how to show not tell the emotions of the characters</li> </ul> <p><b>To support your child with this aspect of their learning you could:</b></p> <ul style="list-style-type: none"> <li>Enjoy reading at home</li> <li>Research planets in the Solar System</li> <li>Write a transmission home as if you were part of the first mission to the planet and become stranded following a disaster</li> <li>Write the story of Luna from Dad's perspective. What would be the same? What would be different?</li> </ul>	<div style="text-align: center;"> <b>Science/Computing</b></div> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird and make comparisons in the stages and processes</li> <li>Investigate relationship between mammalian mass and gestation periods</li> <li>Observe changes of time from gestation from embryo to birth and as humans develop from birth to old age</li> <li>Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models)</li> </ul> <p><u>Computing</u></p> <ul style="list-style-type: none"> <li>Compare the ways in which work can be shared on a school network with the ways work is shared at home or in the wider world</li> <li>Select, use and combine appropriate technology to create a solution that will have an impact on others</li> </ul>	<div style="text-align: center;"> <b>RHSE/RE/PE</b></div> <p><u>RHSE</u></p> <ul style="list-style-type: none"> <li>Explore what they would like their life to be like when they are grown up, appreciate the contributions made by people in different jobs, understand the opportunities learning and education can give them</li> <li>Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>Explain different roles that food and substances can play in people's lives</li> </ul> <p><u>RE- Holi</u></p> <ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth</li> </ul> <p><u>PE</u></p> <ul style="list-style-type: none"> <li>Basketball, Street Art, Handball and Tag Rugby</li> </ul>
<div style="text-align: center;"> <b>Maths</b></div> <ul style="list-style-type: none"> <li>Identify, name and write equivalent fractions and equivalent tenths and hundredths</li> <li>Compare, order and round fractions and decimals</li> <li>Read and write fractions as decimals</li> <li>Classify, compare and order angles. Measure and draw angles using a protractor. Know that angles at a point are equal to 360° and identify angles at a point on a straight line total 180°. Investigate angles within shapes</li> <li>Add, subtract and multiply fractions</li> <li>Relate fractions, decimals and percentages and use percentages to describe proportions of a set of any size</li> </ul> <p><b>To help your child with this aspect of learning you could:</b></p> <ul style="list-style-type: none"> <li>Continue to practise the 4 mathematical calculations (addition, subtraction, multiplication and division) using formal written strategies</li> <li>Complete home learning activities which reinforce learning from maths lessons</li> <li>Continue to rehearse all multiplication facts including corresponding division facts</li> </ul>	<div style="text-align: center;"> <b>History/Geography</b></div> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Research allotments in the local area - with particular reference to identifying geographical features to make a successful site.</li> <li>Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.</li> <li>Know that arable (growing crops), pastoral (raising livestock), mixed (arable and pastoral) are the three main types of farming in the UK and use keys to locate locations on UK maps</li> <li>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use - citrus farming in California and coffee growing in Peru</li> <li>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world in terms of transportation of food</li> </ul>	<div style="text-align: center;"> <b>Art/D&amp;T</b></div> <p><u>Art and Design - Line, Light and Shadows</u></p> <ul style="list-style-type: none"> <li>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</li> <li>Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.</li> </ul> <p><u>Design and Technology - Eating the Seasons</u></p> <ul style="list-style-type: none"> <li>Describe what seasonality means and explain some of the reasons why it is beneficial.</li> <li>Evaluate meals and consider if they contribute towards a balanced diet.</li> <li>Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.</li> </ul> <div style="text-align: center;"> <b>Music/French (KS2)</b></div> <ul style="list-style-type: none"> <li>Understand the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</li> <li>To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</li> <li>French - what's the weather like? Months, seasons, numbers to 30 and temperature</li> </ul>