English - Why was Shackleton so famous? (continued)

Children will study the historic events that led up to this heroic journey. Looking at skills and the true meaning of determination. What drove these people? How did they survive for so many months before they were rescued? The class will adopt these events to plan their own heroic tale of adventure and courage. using techniques to build tension and figurative language for description.

Which animal makes the toughest migration?

In this unit, the children explore the Big Question: Which animal makes the toughest migration? They read the interactive eBook, using the skills of skimming and scanning to find answers to questions and using the organisational features of the eBook to find information. They revise and develop using relative clauses to present information clearly. In their writing task, children plan and write a chronological report about a specific animal migration.

How can imagery be used in poetry? Dark Sky Park (poems)

The collection is rich in content, containing a range of poems that look at the world with a scientist's eyes, exploring fascinating life forms in extreme environments, from the deep sea bed to our own families. The sequence is split into three sections. The first focuses on the awe and wonder of sharing experiences through poetry and focuses children on listening and responding to poems through creative expressions and performing poetry. The next section tunes children in to hearing and recognising poetic devices used by poets to engage the reader, create rhythm and pattern and vivid imagery. Children will use personal connections and their increasing knowledge of the world to respond to poems in increasingly greater depth. The final section focuses on capturing and sharing emotion and how poets evoke empathy in poetry, before moving on to children using what they have learnt about poetry throughout the unit to create and shape poetry of their own. The sequence is designed so that the children's experience of this collection, and their understanding of one poet's voice and use of language, will support them to use similar techniques, poetic devices and be able to create emotion and evoke empathy in their own writing.

Maths

Calculating with decimal Fractions

Children explain how to and the effect of multiplying and dividing a number by 10, 100 and 1,000
Children use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length, mass and capacity)
Children explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (hundredths), they use their knowledge of multiplying decimal fractions by whole numbers to solve measures problems
They explain the relationship between multiplying by 0.1 dividing by 10 and explain the relationship between multiplying by 0.01 dividing by 100
Children explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions
They explain how to use the size of the multiplier to predict the size of the product compared to the multiplicand and they explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers

Factors, multiples and primes

Children explain what 'volume' is using a range of contexts, they describe the units used to measure volume and explain how to calculate the volume of a cuboid. Children explain what a cube number is and use their knowledge of calculating volume to solve problems in a range of contexts. Children will calculate the volume of compound shapes. They will explain the use of the commutative and distributive laws when multiplying three or more numbers Children will explain what a factor is and how to use arrays and multiplication/division facts to find them. Children use a complete list of factors to explain when a number is a square number. They will explain how to identify a prime number or a composite number and explain how to identify a common factor or a prime factor of a number. Children explain how to identify a multiple or common multiple of a number. They use knowledge of properties of number to solve problems in a range of contexts and explain how to use the factor pairs of '100' to solve calculations efficiently.

Science

What are houses of the future going to be made from? (material properties)

Children will explain everyday uses of material e.g. how bricks, wood, glass are used in buildings. They will explain what dissolving is, giving examples and name equipment used for filtering and sieving. Children will use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving. They will describe simple reversible and non-reversible changes to materials, giving examples.
Children will create chart/table grouping materials using properties, suggest appropriate material for purpose and explain results from investigations involving dissolving and non-reversible change.

Information and Reminders

- ★ 5RH will wear their PE kit on Friday to go swimming (swimming costume, hat, goggles, towel)
- ★ 5AD PE is on Monday and Thursday
- ★ Please have wellies at school for forest opportunities.
- ★ Weekly spellings with a quiz on a Friday
- ★ Homework issued on Friday and to be returned on Wednesday
- ★ Reading diaries will come home each day to return each following day, please ensure your child reads each night and you sign their diaries so they can earn a scrumptious afternoon tea!

Year 5 Curriculum Map Spring 1

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Topic - Where does our energy come from?

Children will be able to describe the significance of energy, give examples of sources of energy and their trading routes. They will define renewable and non-renewable energy and discuss the benefits and drawbacks of different energy sources. Children will describe the significance of the Prime Meridian. They will identify human features on a digital map, discuss how transport links have changed over time., locate UK cities on a map and use six-figure grid references to identify features on an OS map.. Children will consider and justify the location of energy sources, design and use interview questions, and plot points on a sketch map.

RE - Why is the Torah so important to Jewish people?

Make sense of belief:
• Identify and explain Jewish beliefs about God
• Give examples of some texts that say what God is like and explain how Jewish people interpret them
Understand the impact:
• Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it
• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
Make connections:
• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

PSHCE - Families and Committed Relationships

What are the characteristics of healthy, positive and committed relationships?

People Around Me

- **Family structure**
- **Love, security and stability**
- **Single parents, same sex parents, step parents, blended families, foster parents**
- **Healthy family life**

PE

5RH - Swimming

5AD - Dance and fitness.
Dance
Children will learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their own work.

Fitness
Children will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Children will be given opportunities to work at their maximum and improve their fitness levels.

French - Ma Famille

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

Computing - Can we create our own computer game?

To plan a game.
• To design and create the game environment.
• To design and create the game quest.
• To finish and share the game.
• To self and peer evaluate.

DT: Can we create a renewable energy resource?
Wind Turbine - 3D Model
Children will research what renewable energy sources look like in real life. They will plan and design their own model, making a 2D design model and plan materials needed. They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Children will investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, they will understand how key events and individuals in design and technology have helped shape the world.

Music - Keeping Healthy- (Beat)

Children are taken through their paces and put together a performance using new musical techniques from body popping to gospel singing skeletons!