

Term 5

Year 5 Mars Class

Our curriculum

Writing	Reading	Maths	Science
<p>In writing, we will be focusing on <i>The Hobbit</i> by J. R. R. Tolkien, a classic fantasy novel about Bilbo Baggins and his unexpected adventure.</p> <p>Pupils will develop their narrative writing by using expanded noun phrases and relative clauses to add detail and description to characters and settings. We will continue to build oracy skills through activities such as talk partners, think-pair-share and hot seating.</p> <p>Weekly SPaG lessons will also support pupils in developing key grammar, punctuation and spelling skills.</p>	<p>In Term 5, we will focus on building fluency and developing skills in answering a range of comprehension questions orally.</p> <p>We will explore a variety of fiction, non-fiction, and poetry texts. Each extract will be accompanied by comprehension questions designed to target retrieval, vocabulary, and inference skills.</p> <p>Each session will follow this structure: – teacher model read. – children read the text either to an adult or in pairs and then summarise their reading. – answer comprehension questions.</p>	<p>Geometry – Shape</p> <ul style="list-style-type: none"> • Understand and use degrees • Classify angles • Measure angles up to 180° • Draw lines and angles accurately • Calculate angles on a straight line • Lengths and angles in shapes • Regular and irregular polygons <p>Position and direction</p> <ul style="list-style-type: none"> • Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry 	<p>Animals including humans In this unit we will answer these key questions...</p> <p>How Do Humans Change Over Time? How Can We Investigate Changes as We Progress Through the Lifecycle? What Happens to Us During Puberty? What Can the Size of Animals Incl. Humans Tell Us About Gestation Periods?</p> <p>Key vocabulary: toddler, stages, lifecycle, puberty, periods, womb, chemical, mass, embryo, foetus, adolescent, hormones, genes, DNA, oestrogen, testosterone,</p>
RE	History	DT	Other
<p>What do religious and non-religious worldviews teach about caring for the Earth?</p> <p>In this unit, Year 5 pupils will explore how different religious and non-religious worldviews understand and respond to the responsibility of caring for the Earth. They will learn how many religions teach that the world is precious and should be looked after carefully, often linking this to ideas such as stewardship, respect for life, and responsibility to future generations. Pupils will also consider non-religious perspectives, such as Humanism, which emphasise protecting the planet because it is our shared home and because human actions have a real impact on the environment.</p>	<p>Why is fair trade fair?</p> <p>During this topic we will be learning about trading on a global level. Where do the items we buy originate? How does buying fair trade items and ingredients benefit people around the world?</p> <p>We will be learning to:</p> <p>Describe and explain why the Silk Road was the most important trading route in the history of the world.</p> <p>Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded.</p> <p>Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world.</p>	<p>Design</p> <p>Building upon our fairtrade topics we will be preparing and cooking a range of dishes using fairtrade ingredients.</p> <p>We will be focusing on the following objectives.</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Computing – Interactive Quizzes In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment</p> <p>Music – Dancing in the Street Sing the song and improvise using voices and/or instruments within the song. Prepare for the end-of-unit performance</p> <p>P.E – Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>