

Year 5: Mr Hammersley (Hawking), Mrs Hamilton (Newton) and Mrs Birley (Sharman)

English

Reading

In our guided reading sessions, the children will be reading 'The Boy in the Tower' by Polly Ho-Yen. They will be learning how to answer an overarching questions by making a point, backing it with evidence and explaining their evidence. Children can show that they have further understood the information through summarising the key points in their own words.

Writing

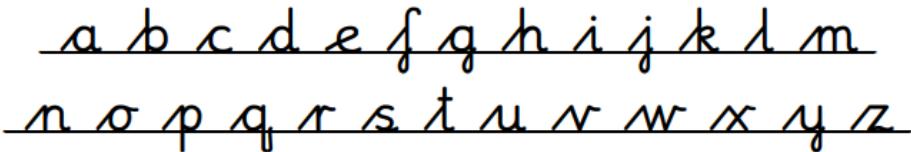
The children will learn how to write biographies, narrative, persuasive text and balanced argument. In order to do this, they will identify the key features of each text type through analysing a variety of examples. Learning the grammatical features of the different text types will further ensure that their final pieces of writing are written with technical accuracy.

For these writing tasks the children will need to note down initial ideas, drawing on reading and research where necessary. These ideas might need to be changed as they develop the plan and begin writing. To ensure that their writing is clear and precise they will learn how to use expanded noun phrases to explain more complicated information concisely. They will also learn how to write relative clauses beginning with who, which, where and when in sentences. This will enable them to add more detail or information about people, places and objects. Children will be taught how to use commas in these sentences to make the meaning clear and avoid ambiguity.

Handwriting

Children are taught handwriting using the Debbie Hepplewhite method. This fully joined handwriting style and the method of teaching are suitable and successful for any age (from around six years old). The diagonal line joins soften as the writer becomes increasingly fluent. The style is taught as separate letters at first – not letter strings – and all the letters with their diagonal lead-in joins are taught to proficiency and automaticity before starting to join the letters into words.

Good handwriting is an essential skill in the quest to spell and write fluently, confidently and competently. A joined handwriting style links kinaesthetic 'muscle memory' with the relationship between the sounds of our speech and the letter shapes, letter groupings and whole written words. The ability to write neatly can raise self-esteem and provides a motivating factor in the production of written work.



Spelling

This term, the children will be continuing to learn spelling through the spelling programme 'Sounds Write.' The children will build on their knowledge of phonics to help them spell increasingly difficult words. Each week we will focus on alternative ways of spelling different phonemes, whilst looking at the meaning of different prefixes and suffixes which can be added to the beginning or end of a root word and change its meaning.

Mathematics – Multiplication & Division and Fractions & decimals

Y4 will also learn metric measurements and calculate area and perimeter

The children will be taught more formal written methods for multiplying and dividing numbers. (These methods will now look more like the methods that you are familiar with). When solving problems children will make decisions about which methods they will use to calculate the answer to each part of the problem, they will also be encouraged to consider how accurate and efficient it was and whether another strategy might have been better.

In fractions the children will learn how to compare and order fractions whose denominators are all multiples of the same number. For example which is larger $1/3$ or $2/15$? They will also learn how to name and write equivalent fractions of a given fraction. Children will learn how to recognise mixed numbers and improper fractions and will be taught how to convert from one form to the other. Children will add and subtract fractions with the same denominator and denominators that are multiples of the same number.

T	Th	H	T	o
1	2	2	9	5
+ 1	1	2	2	4
2	3	5	1	9
1				

	H	T	O
		2	2
x		3	1
		2	2
	6	6	0
	6	8	2

$$5291 \div 4 =$$

In decimals the children will learn how to read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] The children are already familiar with decimal numbers which have 1 or 2 decimal places, this year they will learn to recognise and use thousandths (a 3rd decimal place) and relate them to tenths and hundredths. They will be shown how to round decimals with two decimal places to the nearest whole number and to one decimal place. Children will learn how to compare numbers with up to three decimal places using $<$ and $>$, they will also learn how to put groups of decimal numbers in to order. All children will have an opportunity to solve problems involving number up to three decimal places.

Science: Properties and changes of materials

In this unit children will revisit the concept of conductivity. They will look at the most suitable material for thermal conductivity and will analyse different materials and their properties. After revisiting this knowledge, children will move on to studying solubility; which materials are soluble and what it means to be soluble. This knowledge and understanding will form a foundation of understanding of chemistry that they will build on in KS3.

Children will then take their science learning on further to look at separating mixtures through sieving, filtering and evaporating. They will work scientifically to separate a mixture using a range of tools and methods. They will learn about the scientist Jabir ibn Hayyan, who is thought to have invented a crucial tool for the distillation process; the alembic still. Reversible and irreversible changes will be studied as children deepen their understanding of dissolving, mixing and changing state.



Forces

In this unit the children learn how to explain how forces work using diagrams to show their understanding. They will learn that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. The scientist that they will study is Sir Isaac Newton as he was an important scientist who studied 'gravity' (from the Latin 'gravitas' meaning heavy) and helped us to understand there is a force pulling everything to the centre of the Earth. Air resistance, water resistance and friction, act between moving surfaces. They will further learn about simple machines, including levers, pulleys and gears, allow a smaller force to have a greater effect which will further support their Design and Technology project.

Religious Education:

DO PEOPLE ALWAYS PUT THEIR BELIEFS INTO ACTION? (CHRISTIAN WORLDVIEWS)

Using the case study of the 16th Street Baptist Church in Birmingham, Alabama and its connection to the Welsh artist, John Petts, pupils ask philosophical questions about how beliefs can inspire action - both positively and negatively.

By the end of the unit they will know:

Many Christians believe that all people are made in image of God and so everyone should be treated with dignity and respect

The Bible contains texts that refer to equality, justice and injustice, including slavery

Being Christian is influenced by context

Many global majority heritage (GMH) Christians experience discrimination

DO PEOPLE ALWAYS PUT THEIR BELIEFS INTO ACTION? (MUSLIM WORLDVIEWS)

Building on work from the previous term, pupils explore the work of the Muslim artist, Mohammed Ali. Through an exploration of his street art, they ask philosophical questions about what it means to be human and how this relates to the experiences of migrants and refugees around the world.

By the end of the unit they will know:

Migration is the movement of people around the world; this can take place for different reasons

Seeking refuge is when a person looks for a place of safety when their own home is no longer safe

Muslim sources of authority help Muslim understand justice and injustice

The Ummah is the global community of Muslims

Many Muslims, particularly in the global north, experience Islamophobia

Context shapes Muslim responses to injustice

Computing: Coding

Children started using code.org towards the end of the Autumn term.

During each lesson, children work through a number of teaching videos, make predictions, complete skill practice tasks and evaluate their work.

Swimming Fish with Sprite Lab - Students will program a simple animated underwater scene in this skill-building lesson.

Hello World - students will learn to create and animate sprites and make them interactive using events.

Mini-Project: Career Journeys – students are introduced to the wide range of careers that involve computer science and artificial intelligence.

Game Design - students to create simple game projects in Sprite Lab, a block-based programming environment where you can make simple animations and games with objects and characters that interact with each other.

Variables as Score - students will use variables to track a value that changes over time, like a counter or a scoreboard in a game. Students will begin learning how to modify the data stored in a variable by setting the initial value in the program and using events that cause the data to change based on user interaction.

Environment and Players - Students will explore the mechanics that make games fun and engaging.

They will learn about concepts such as player movement, obstacles, scoring systems, and win/lose conditions. They will begin to assign roles to different elements within their games learning to differentiate between sprites that act as players (controlled by the user) and sprites that form the environment (static elements or obstacles). They will understand the roles these sprites play in shaping gameplay dynamics.

Geography:

Yorkshire and The Midlands.

They will learn that:

East Anglia is a region of the UK that is very flat and the marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as 'breadbasket of Britain'.

The Midlands is an area with many businesses in towns and cities, and also beautiful countryside.

Birmingham is a large city in the Midlands. In the past, the Midlands had several coal and iron mines.

Yorkshire is a large area to the North of England. The Yorkshire Dales have high hills, steep valleys and fast flowing rivers. The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside.

Australia

Within this unit, the children will locate Australia using an atlas and maps of the world. They will study physical aspects of Australia's geography such as the desert, the tropical rainforests, the mountains and the rivers. They will learn about the importance of Uluru and how it is respected by the Aboriginal people of Australia as a sacred site. They will learn about the climate and how unreliable rainfall causes problems for people who depend on water for irrigation and farming.

Using population maps, children will locate areas of dense population and major settlements within Australia. They will consider the physical geography of the country and reflect upon the position of major settlements and how the two factors are related. They will learn about the Aboriginal people who have lived in Australia for many thousands of years. Children will understand the role Captain Cook and the British played in Australia's history and how colonialism effected both the people living in Australia and the country itself. Children will study the invasive rabbit population, released by British settlers, and will study the steps taken to curtail the problems caused.

As with previous units, children will look at climate and the interaction people have with the landscape. They will study the Murray-Darling River Basin and will understand that in a country with low rainfall, the river basin is crucial for irrigation. Children will learn about the impact of climate change; high temperatures and low rainfall causing extreme weather conditions such as in the 'big dry' of 2018 and the bushfires of 2020.



History:

The Transatlantic Slave Trade

The unit will look at how the Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas. The children will identify that the 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. Many people died. They will learn about the treatment of enslaved Africans and how the Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade. They will discover that the slave trade was abolished in 1807, and 1833 when slavery was abolished throughout the British Empire. Finally, they will learn that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists.



The French Revolution

During this unit, the children will look at how France's defeat and loss of colonies in America led to national debt, exasperating feelings of social inequality which sparked the French Revolution. The French Revolution was a time of political and social upheaval which saw the monarchy in France

overthrown. They will study the causes of the French Revolution and the consequences it had on French society. The children will learn about significant events in French history, such as the Storming of the Bastille. They will look at what this signified to the French people at the time as well as learning about how the people in France still celebrate Bastille Day, which they call La Fête Nationale, where they remember the time when the people rebelled against the power of the monarchy.

Art:

Art from Western Africa

This unit explores the art of Western Africa by looking at Malian antelope headdresses and the Benin plaques from Nigeria. The children learn about how the Malian headdresses, made by the Bamana peoples are used in a ceremony to honour the spirit Chiwara and reflects the importance of farming in their rural community. The children explore how the shapes in the headdress represent different animals important in Bamana society.



PSHE:

Citizenship – Working together

Within this unit the children will learn how to:

- recognise their own strengths and skills and understand how they are perceived by others.
- be able to challenge ourselves and others to work on developing new skills.
- reflect on the experience of learning a new skill and know how to apply it in different contexts.
- understand and practice some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views

Languages:

The children will continue to learn to read, write and speak Spanish. As well as learning words and phrases in Spanish, the children will also learn about the geography of the country, Spanish daily life and some festivals which are celebrated during the year.

Physical Education:

The children in year 5 will be taking part in swimming lessons this term. Swimming lessons will be on Wednesday mornings and is in addition to the usual PE lessons on Tuesday mornings. The children in Hawking and Newton classes will have the first half term and the children in Sharman class will have the second half term (and 1 week after the Easter holidays)