



Year 5 Curriculum Information

Spring Term



KINDNESS.
RESPECT.
INTEGRITY.

The Year 5 Team 2022-2023



Mrs Booth

*Malamute Class Teacher
(Mon/Thurs/Fri)*



Mrs Stoodley

*Malamute Class Teacher
(Tues/Wed)*



Miss Hunt

Siberian Husky Class Teacher



Miss Roberts

Arctic Fox Class Teacher



Mr Hinton



Miss Brindley



Mrs Richmond

Our TA's:

What I already know...

-the **location** of the **equator** and the worlds **continents**.
(Year 2)

-the worlds **climate zones** and their characteristics—tropical arid, temperate, mountainous, polar (Y3—*Shirley Cruises*)

-the **physical features** of a Rainforest—a tropical **region** of the world. (Y4—*Wild*)

-the human **impact** in Rainforest regions.
(Y4—*Wild*)

Key Vocabulary

Climate

Polar

Region

Impact

Longitude

Latitude

features



I will learn...

- ⇒ to describe about the **physical** features of **Polar regions**.
- ⇒ to **locate** regions of the world using **longitude** and **latitude**.
- ⇒ to understand the **human impact** on Polar regions.
- ⇒ Use a range of maps to learn about features of a region.
- ⇒ How to draw **conclusions** and next steps from geographical learning.

In this **Geography** led project, explore the *impacts* of climate change on our world. Become experts in the *Polar regions* and discover the devastating *humans* have on the ice caps. Be prepared to make a plan for the future in our final World Climate Summit.



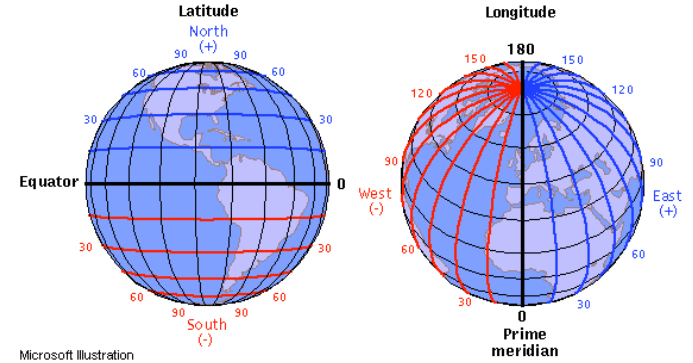
Develop your role as global citizens—reflect on the impact your choices may have on the world you live in.

There is no Planet B!

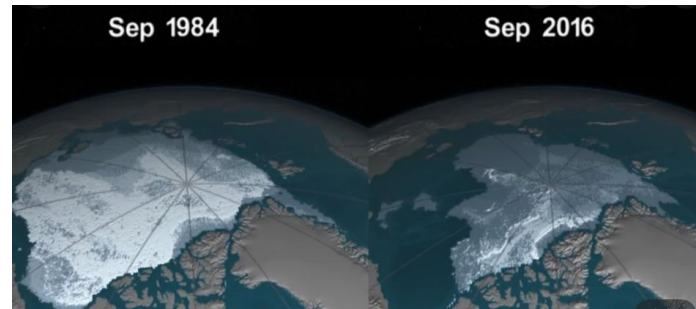
Key knowledge: Physical features of **polar Regions** and their **climate**.



Skill: Locate regions of the world using **6 figure grid references** and identify the position and significance of **latitude** and **longitude**.



Key knowledge: The **impact** that humans have on polar regions (specifically **climate change**) and the wider consequences change in this region has on the world.



THERE IS
NO PLANET B



Fieldwork focus - 9th Jan - 13th Jan

A week looking at our eco footprint and the **small steps** that can be made ourselves to minimise **climate change**.

Challenge of the week: To explore **sustainable living** and come up with a plan of action to make life at SJS become more sustainable.



Tips for sustainable lifestyle

- RESPONSIBLE CONSUMPTION**
Reduce food and water waste and commit to circular economy and energy efficiency.
- SUSTAINABLE MOBILITY**
Opt for a car, bicycle or electric scooter, carsharing and public transport.
- SUSTAINABLE FOOD**
Buy organic foods and eat more fruit and vegetables and less meat and fish.
- SUSTAINABLE DESIGN**
Opt for ecodesign, from t-shirts to glasses, shoes or toothbrushes.
- RECYCLE AND USE LESS PLASTIC**
Don't forget to recycle properly and avoid single-use plastics.
- ENVIRONMENTAL EDUCATION**
Share your experience and awareness of the importance of sustainability with those around you.



Outcome: SJS Climate Summit - Friday 18th February

Year 5 *climate experts* are invited to present on the behalf of countries across the world at the annual SJS Climate summit.

After researching in depth into a country and how climate change has on it, children are invited to **debate** and come up with a plan to make a global change.

Dress code: Professional work attire.



Writing

David Attenborough Biography

Purpose: To inform

Audience: Children

Form: Non-fiction biography



The children will be writing a biography about the presenter and climate advocate, David Attenborough.

Key skill focus: Use a range of devices to make writing cohesive (**fronted adverbials**, **fronted adverbials**, **subordinate clauses**)

Polar Region Information Page

Purpose: To inform

Audience: Children

Form: Scientific information page

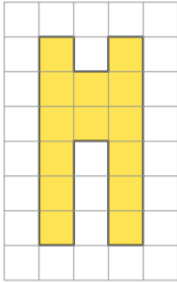
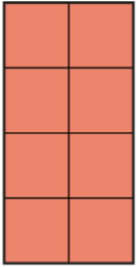


The children will be writing an information page about polar regions using their geography skills and research.

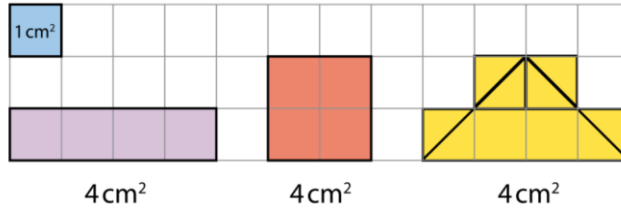
Key skill focus: Add additional information to sentences using the appropriate voice (**parenthesis**, **adverbials**, **formal/informal language**)

MATHS- Area

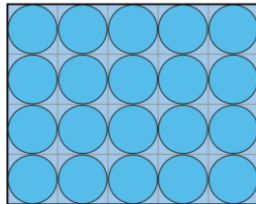
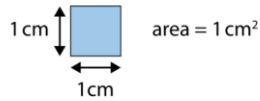
Finding the area of shapes by counting squares:



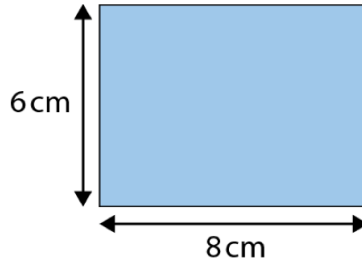
Find the area of shapes by using square centimetres:



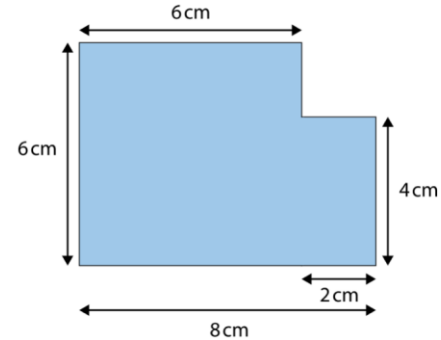
Using multiplication to find the area of rectilinear shapes:



$$A = 20 \text{ cm}^2$$



$$6 \text{ cm} \times 8 \text{ cm} = 48 \text{ cm}^2$$

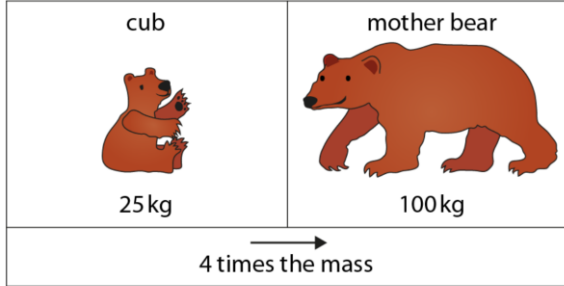


$$\begin{aligned} A &= 6 \text{ cm} \times 6 \text{ cm} + 2 \text{ cm} \times 4 \text{ cm} \\ &= 44 \text{ cm}^2 \end{aligned}$$

LO: To find and compare the area of rectilinear shapes using cm² and m² and estimate the area of irregular shapes.

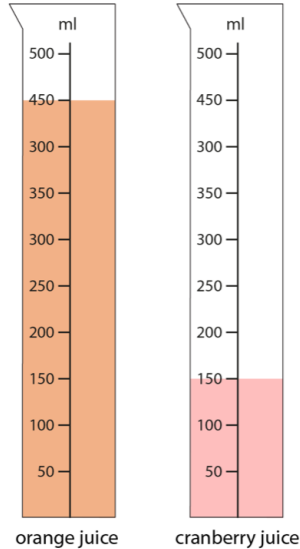
MATHS- Scaling

Compare and describe measurement by using knowledge of multiplication and division:



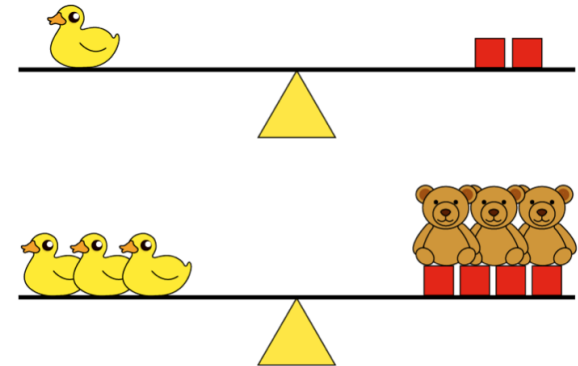
$$25 \text{ kg} \times 4 = \boxed{100} \text{ kg}$$

Describe changes in measurement using knowledge of multiplication and division:



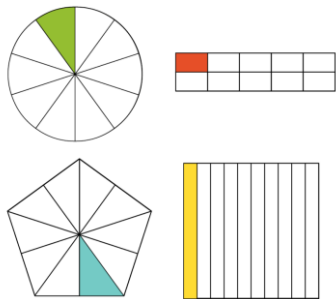
LO: To apply multiplication and division facts to compare and describe measurement problems,.

Use multiplication and division to solve comparison and change problems:

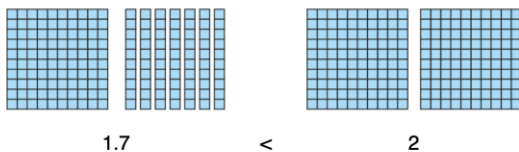


MATHS- Decimal fractions

Identify tenths and hundredths as part of a whole:



Compare and order tenths:



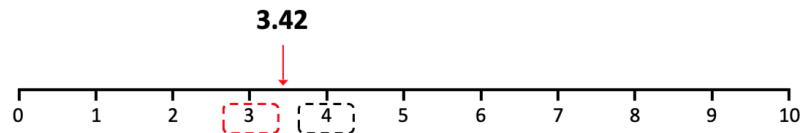
100s	10s	1s	0.1s
		1	7
		2	

Represent tenths and hundredths as a decimal fraction:

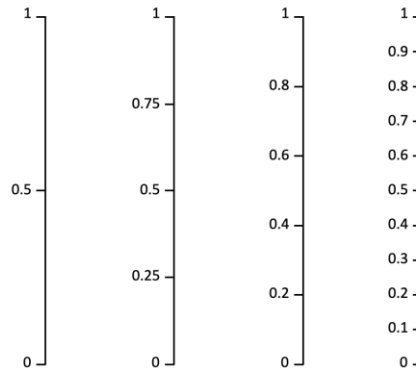
1,000s	100s	10s	1s	0.1s
				3
				• 3
			0	• 3

LO: To read, write, order and compare decimals with up to two decimal places.

Round decimal numbers:

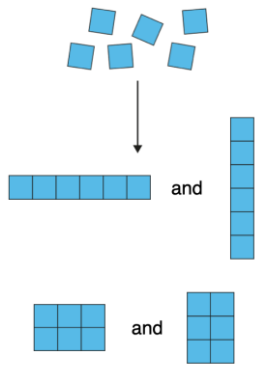


Reading scales with 2, 4, 5 or 10 intervals:

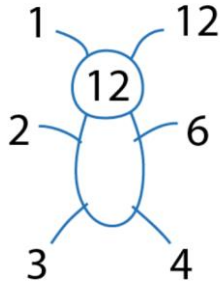


MATHS- Factors, multiples and prime numbers

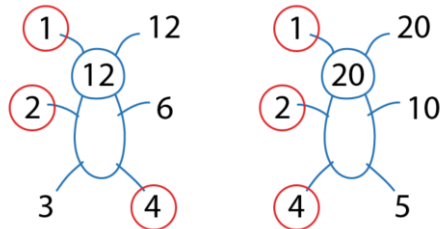
Factors:



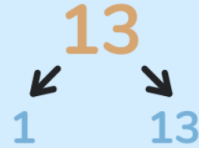
Factors of 6 are 1, 2, 3 and 6.



Common factors:



Prime numbers:



13 has only two factors - itself and 1. So it is a prime number.

Square and cube numbers:

$$\begin{aligned} \underline{1} \times \underline{1} &= 1^2 = 1 \\ \underline{2} \times \underline{2} &= 2^2 = 4 \\ \underline{3} \times \underline{3} &= 3^2 = 9 \\ \underline{4} \times \underline{4} &= 4^2 = 16 \end{aligned}$$

$$\text{1 cube} \quad 1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8 \quad \text{2 cubes}$$

$$\text{27 cubes} \quad 3^3 = 3 \times 3 \times 3 = 27$$

$$4^3 = 4 \times 4 \times 4 = 64 \quad \text{64 cubes}$$

LO: To solve problems involving multiplication and division, including knowledge of factors, multiples, prime numbers, square and cube numbers.

Multiples and common multiples:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

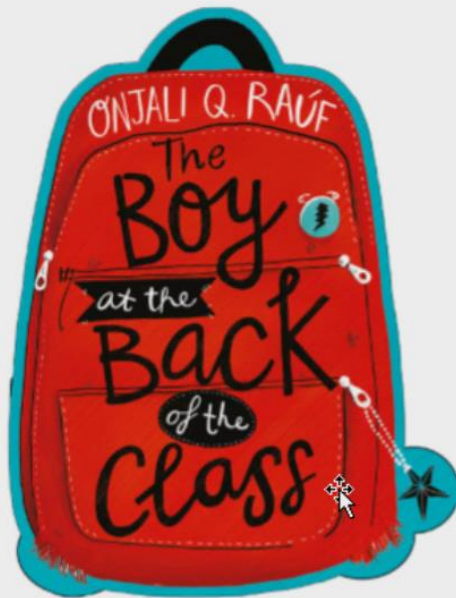
What I already know...

How to recognise and use **respectful** behaviour—how to be **polite** (Year 3)

What makes a **family**—features of family life (Year 3)

Ways to resolve different confrontations—how to be **assertive**, **passive** and **aggressive** conversations (Year 4)

What makes a friend—creating **positive friendships** (Year 4)

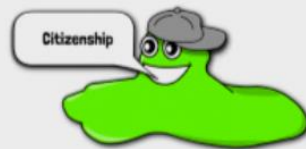
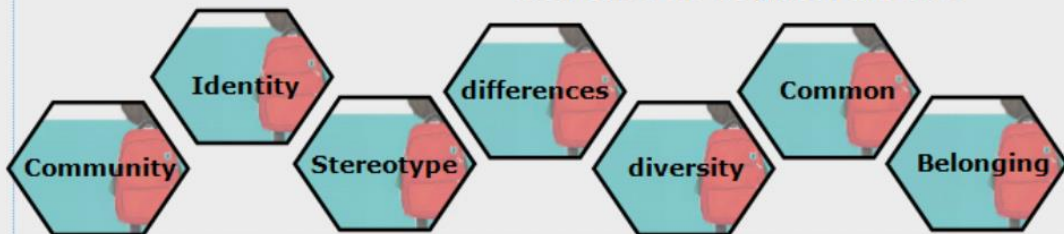


I will learn...

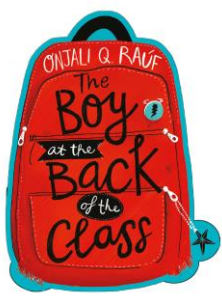
- ⇒ what living in a **community** means and the groups that make up my community.
- ⇒ about the benefits of **belonging** to a **diverse community** and how to value **diversity**.
- ⇒ the importance of **respecting** differences and similarities in people and recognizing what they have in **common** with others.
- ⇒ what a **stereotype** is and how they can negatively influence behaviours.

In this **PSHE** focused project, explore the themes of **identity**, **belonging** and **stereotypes**. Children will learn to question, develop and apply learning to their own role as *global citizens*.

Key Vocabulary



Children will develop their citizenship skills particularly in inclusiveness and developing relationships.



Boy at the Back of the Class



Mental Wellbeing(Health)

-exploring and celebrating personal **identity**-recognise our own **qualities** and **individuality**.

Relationships

- the importance of **friendships** and developing healthy friendships
-**respecting** ourselves and others - valuing differences and finding common ground.



Living in the Wider World

- Communities - celebrating **diversity** and valuing it in our community
-exploring and challenging **stereotypes** and reflecting on our behaviour towards others.

Retrieve



Interpret



Reading

Predict



Compare

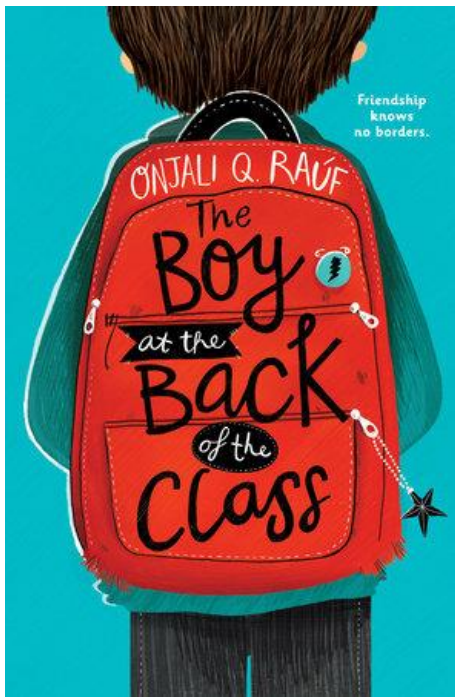


Retrieve



I can locate and record specific information from fiction and non-fiction texts.

Draws on information from ideas and main events across an entire text.



Interpret



I can look at the information in the text and use it to infer a character's thoughts, feelings, motives and opinions.

I use evidence from the text to support my opinions.

Infers character's mood and attitude using evidence to support opinions.

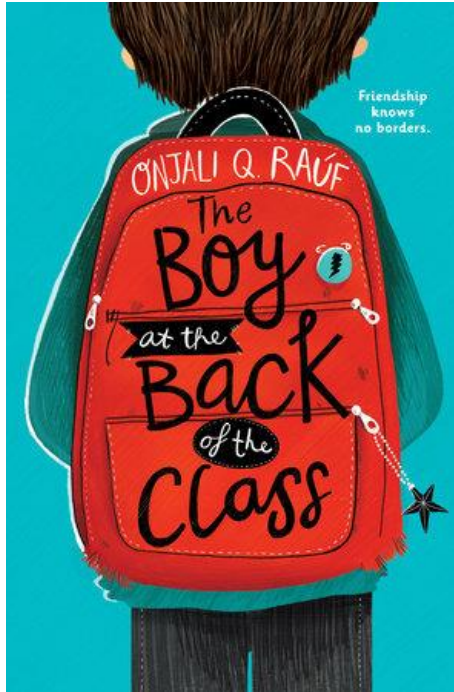
Reading

Predict



I can make predictions about what might happen next in a text using evidence from images, written information and hidden clues.

Makes predictions about what might happen next in a text using details stated.



Compare



I can identify important themes in a text.

I am able to make comparisons between characters, settings and plots within the same text.

I can find similarities and differences between different pieces of writing.

Beginning to compare and contrast themes within and across texts.

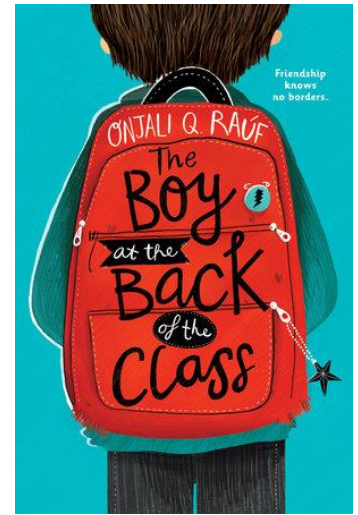
Writing

First person narrative

Purpose: To entertain

Audience: Children

Form: Non-chronological diary entry



The children will be writing a diary entry from the perspective of Ahmet, a refugee boy who has just joined our main character's class!

Key skill focus: Use a range of devices to create *settings* and *characters*, and describe **tension** and **atmosphere**.

Art

Artist: We will be focusing on a migrant artist called **Razieh Gholami** who painted the picture 'Hoping to survive'.

Form: We will be focusing on **colour** and how colour depicts the emotions that we have of an image.

Skill: To be able to create depth using colour.

Our main focus will be to create a piece of **meaningful** art that shows **Ahmets story**.



HOME WORK heads up!

My Family Map

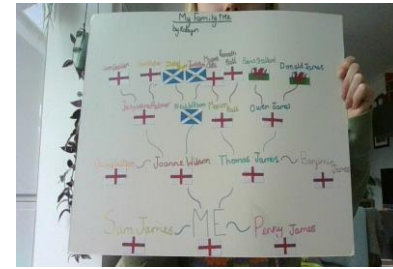
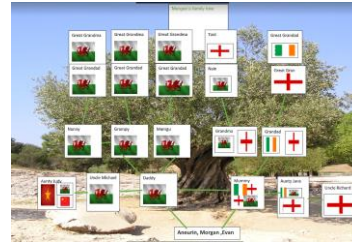
We are challenging Year 5 to get inquisitive! Ask questions and investigate their family and **where** they are from. This is in preparation for our next project, which will be looking at identity and celebrating what makes us, us!

The children could present their findings in a whole range of ways and choose which best suits them!

For example:

- They could create a piece of art,
- map out their family,
- create a pin board with anecdotes about their family,
- make a family tree with a key
- create a powerpoint presentation
- make a poster that shows where their family comes from

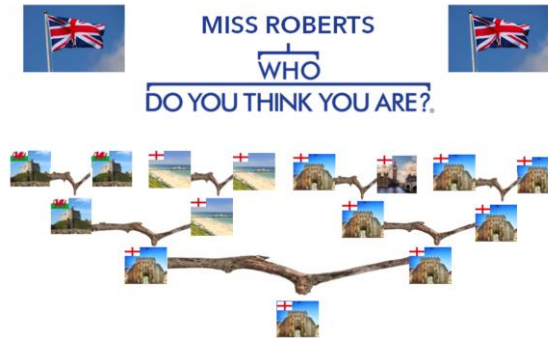
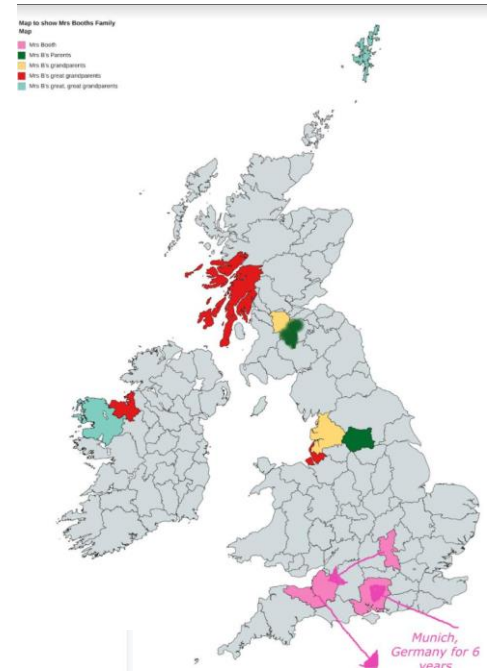
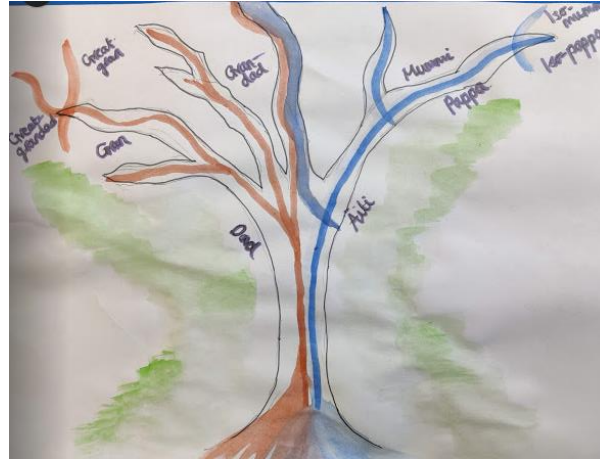
They can start investigating now if they wish!



HOME WORK heads up!

My Family Map

Here are some teacher examples to inspire you!



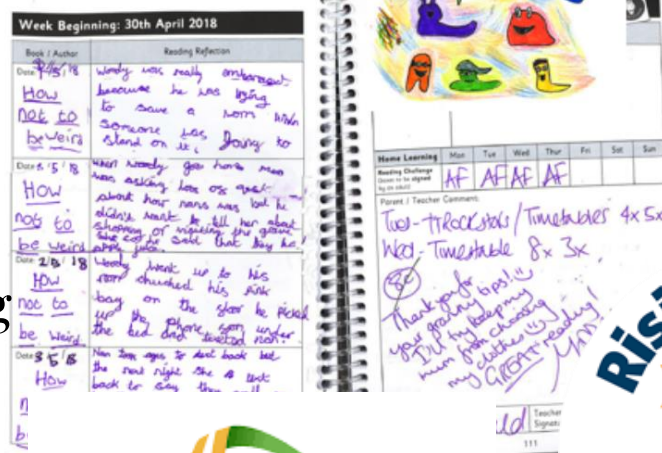
Homework

READING - ESSENTIAL

-At least, 2 x reading fluency (Rising Stars/Free Reads) reflections in planners.

-Planners checked once a week on children's guided reading day.

- 2 x Reading Plus sessions per week (approx 2 x 30 mins - this could be split into several shorter sessions across the week!)



10 Monday	11 Tuesday	12 Wednesday	13 Thursday
28 min	12 min	33 min	11 min*
■	■	■ ■	■
			■

Homework



Expectations:

- 10 Garage games a week (plus all the battles - we're competitive)
- Revision for all times tables and division facts up to 12 x 12
- Login is in child's planner

'swift and accurate recall is fundamental to success'

GOOGLE CLASSROOM



-All home work will be set through Google Classroom – logins
Passwords are *essential*.

- End of unit project reflections – PROVE IT on Google Forms!





Spring 1- Isolating (Learning at Home)

 Guide to learning when isolating at home Edited Jan 3 

 Isolating Work - Writing - Biography Posted Jan 3 

 Maths- Negative numbers Posted Jan 3 

 Isolating work: Project - There is no Planet B! Posted Jan 3 

-**Isolation** learning – in
the half term
classwork folder on
Google Classroom.
Work through tasks *if*
you are feeling well
enough.



“

Kindness is
realizing that
we're all in this
together. ”

- RAKtivist

**Thank
You!**