



**Spring Term Learning  
Year Five**

Week beginning:	
<p>Monday 5<sup>th</sup> January TAD</p> <p>School starts Tuesday 6th January</p> <p>Week 1</p>	<p>In <b>English</b>, we will be learning to convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded And expanding on direct speech with narrative to advance the plot – linked to our core text ‘Floodland’</p> <p>In <b>Maths</b>, we will be dividing with remainders, using division methods efficiently and solving word problems where the children will have to assess whether to use multiplication or division.</p> <p>In <b>Science</b>, we will start our work on our unit of Earth and Space. We will explore the enquiry question of ‘How does our position in the Solar System impact life on Earth?’ Children will know and explain the movement of the Earth and other planets relative to the Sun. Children will create models and diagrams to help them to understand the movement of Earth in relation to the sun and moon.</p> <p>In <b>History</b>, we will be learning about the Ancient Islamic Empire. We will learn what the House of wisdom was and what went on there and about the Prophet Muhammad and his association with the Golden Age.</p>
<p>Monday 12<sup>th</sup> January</p> <p>Week 2</p>	<p>In <b>English</b>, we will be learning to convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded And expanding on direct speech with narrative to advance the plot – linked to our core text ‘Floodland’</p> <p>In <b>Maths</b>, we will multiply unit &amp; non-unit fraction by an integer (whole number), with children making links to knowledge of multiplication as repeated addition. We will build on this to multiply a mixed number by an integer.</p> <p>In <b>Science</b>, we will continue our work on our unit of Earth and Space. We will explore the enquiry question of ‘How does our position in the Solar System impact life on Earth?’ Children will know and explain the movement of the Earth and other planets relative to the Sun. Children will create models and diagrams to help them to understand the movement of Earth in relation to the sun and moon.</p> <p>In <b>History</b>, we will continue learning about the Ancient Islamic Empire. We will be considering how the civilization impacted our lives today and learn about the role the golden age had in improving health care and education.</p>
<p>Monday 19th January</p> <p>Week 3</p>	<p>In <b>English</b>, we will be learning to convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded And expanding on direct speech with narrative to advance the plot – linked to our core text ‘Floodland’</p>

	<p>In <b>Maths</b>, we will continue our work on fractions by finding fractions of amounts and using fractions as operators. We will also start work on our next unit of decimals and percentages. We will look at decimals up to 2 decimal places and the relationship between equivalent fractions and decimals (tenths).</p> <p>In <b>History</b>, we will continue learning about the Ancient Islamic Empire. We will be making comparisons to what life was like in Britain at the time and why the Golden Age came to an end.</p> <p>In <b>Science</b>, we will continue our work on our unit of Earth and Space. We will explore the movement of the Earth, and other planets, relative to the Sun in the solar system. Children will use secondary sources to find out information about planets in the solar system and create an informative poster.</p>
<p>Monday 26th January</p> <p>Week 4</p>	<p>In <b>English</b>, we will be learning to convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded And expanding on direct speech with narrative to advance the plot – linked to our core text ‘Floodland’</p> <p>In <b>Maths</b>, we will continue our work on decimals and percentages, looking at equivalent fractions to hundredths, as well as equivalent fractions (halves, quarters, tenths, fifths) as decimals. We will introduce thousandths for the first time as a fraction and decimal.</p> <p>In <b>Science</b>, we will continue to study the unit of Earth and Space. We will explore the enquiry question of ‘How Do We Get Night and Day?’ Children will know and explain that the Earth rotates constantly, and a full rotation takes 24 hours. When our part of the Earth is facing the sun, it is daytime, but we keep rotating until we are facing away from the sun, and this is night time. We will also think about how the tilt of Earth leads to the changes in seasons.</p>
<p>Monday 2nd February</p> <p>Week 5</p> <p>Swan assembly 6th</p>	<p>In <b>English</b>, we will be learning to convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded And expanding on direct speech with narrative to advance the plot – linked to our core text ‘Floodland’</p> <p>In <b>Maths</b>, we will multiply unit &amp; non-unit fraction by an integer (whole number), with children making links to knowledge of multiplication as repeated addition. We will build on this to multiply a mixed number by an integer.</p> <p>In <b>Design Technology</b> we will be exploring the field of textiles. We will design, make and evaluate a product. Children will identify a user, make creative design decisions and ensure it is functional for its purpose. We will be combining different fabric shapes to make our intended outcome product of a hat. Children will learn backstitch and use this in the making process.</p> <p>In <b>Science</b>, we will continue to study the unit of Earth and Space. We will explore the movement of the Moon relative to the Earth. Children will use secondary research and diagrams to understand the different phases of the moon and its movement relative to Earth. Children will create models to help understand and deepen their learning.</p>



<p>Monday 2nd March 4<sup>th</sup> March Tate Modern Week 2</p>	<p>In <b>English</b>, we will identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time And we will identify and write an introductory paragraph in expository writing</p> <p>In <b>Maths</b>, we will explore the unit of statistics, focussing on drawing, reading, and interpreting line graphs. Furthermore, we will be reading and interpreting tables and timetables (e.g., train timetable).</p> <p>In <b>Geography</b>, we will be learning all about the similarities and differences between a Tundra and a Desert. We will explore what is meant by a 'tundra' and locate them across the world. We will also look at where the world's most famous and largest deserts are situated.</p>
<p>Monday 9<sup>th</sup> March Parents' eves 11<sup>th</sup> and 12<sup>th</sup> Week 3</p>	<p>In <b>English</b>, we will identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time And we will identify and write an introductory paragraph in expository writing This will be linked to our history topic of the Ancient Islamic empire.</p> <p>In <b>Maths</b>, we will look at the unit of shape. We will cover understanding and using degrees, classifying angles (right, acute, obtuse, reflex), estimating angles based on their knowledge of angles, using a protractor to measure angles up to 180° and draw lines and angles accurately and use what they have learnt about shapes to construct shapes.</p> <p>In <b>Geography</b>, we will continue to look at two types of biomes, looking at the main features of a tundra and exploring how people have adapted to live in tundra and deserts.</p>
<p>Monday 16th March Week 4 Swift pizza express 18<sup>th</sup> March</p>	<p>In <b>English</b>, we will identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time And we will identify and write an introductory paragraph in expository writing This will be linked to our history topic of the Ancient Islamic empire.</p> <p>In <b>Maths</b>, we will continue with our unit of shape. We will explore calculating angles around a point and a straight line, different strategies for calculating missing lengths and angles in shapes and identifying regular and irregular polygons.</p> <p>In <b>Geography</b>, we will conclude our work on our unit by exploring the differences between a tundra and a desert. We will conclude our geographical work by exploring what latitude and longitude is and how we can read them from a map.</p>
<p>Monday 23rd March Week 5</p>	<p>In <b>English</b>, we will identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time And we will identify and write an introductory paragraph in expository writing This will be linked to our history topic of the Ancient Islamic empire.</p> <p>In <b>Maths</b>, we will conclude our work on shape by recognising 3D shapes and their properties. We will then move to explore position and direction. We will look at reading and plotting coordinates, solving word problems involving coordinates and translation (movement of shapes up, down, left and right) by direction and coordinates.</p>

	<p>In <b>Art</b>, we will be learning about surrealism, exploring Leonora Carrington as our artist of inspiration. We will also explore the work of Man Ray in comparison, noticing similarities and differences. Children will use watercolour paint to create pieces of art of surreal animals and landscapes. Children will explore using appropriate brush strokes, demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary, and contrasting colours and experimenting with tone and tints to enhance the mood of the piece.</p>
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#### Wider Curriculum

In **Reading (DR)** We will explore non-fiction texts

In **Music**, the children will be learning about the music style of minimalism.

In **PE** lessons with the class teacher, the children will learn dance. Children will show ideas through dance as an individual and group, as well as linking movement patterns and sequences to music. With PE staff, the children will develop their control, flexibility, agility, and coordination in gymnastics. Swan Class will be swimming.

In **Computing**, we will be creating vector drawings. Children will learn how to use different drawing tools to help them create images. Children will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.

In **PSHE**, the children will investigate the risks associated with smoking and how it affects the lungs, liver, and heart. Likewise, they will learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children will investigate how body types are portrayed in the media, social media, and celebrity culture. They will also learn about how this can be linked to negative body image pressures.

In **French**, we will be learning how to talk about clothes. Identifying vocabulary for clothes, describing them and what clothes they may wear.

#### Supporting Learning at Home

Please make sure that you spend time reading with your child at home. As well as listening to your child read, we recommend reading aloud to your child as a regular story time session. Please help your child practise their weekly spellings and help them practise their number bonds and/or times tables. Homework is set on Fridays and is due on Wednesdays. You may wish to use this overview to see what your child is learning each week so that you can discuss this learning with your child at home.