

# Year 5 Curriculum Information Spring 1 2025

## English

Fiction: To write one of the main events from a different viewpoint (linked to **Harry Potter and the Philosopher's Stone by J.K. Rowling**)

- Read a range of events from different perspectives, exploring purpose and audience for each
- identify common features of these extracts
- Use drama and role-play to guide thinking through the main events and characters' responses
- Pupils plan, write, edit and uplevel different perspective story, using the success criteria

Non-Fiction: Explanation text (topic link)

- Immerse the children in explanation texts, including writing and shared reading
- Use organisational devices to structure the text - headings, introduction, paragraphs, conclusion, diagrams / pictures
- Build a list of technical vocabulary

Spelling, Punctuation and Grammar

- Words ending in '-able', where the 'e' from the root word remains
- Words that are adverbs of time
- Words with suffixes where the base word ends in '-fer'
- Words with 'silent' first letters
- Words with 'silent' letters
- Challenge Words

## Maths

Multiplication and division

- Multiply a 4-digit number by a 1-digit number
- Long multiplication
- Short division
- Division with remainders
- Solve problems with multiplication and division

Fractions

- Multiply fractions
- Fractions of an amounts
- Use fractions as operators

## Science - Circle of life

In this topic children look at the life cycles of various species including mammals, amphibians, fish and birds. They also look at and describe the life process of reproduction in plants and animals.

Children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Scientist of the half term - Dr Donald Palmer. His research involves investigating the way the human

body changed with age

## **Geography - A Study of the Alpine Region: Where should we go on holiday?**

- Children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.
- They create a storyboard on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.
- The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.
- Children will use physical and political maps to locate places and regions
- Children will learn that the Alps were formed over a long period of time, millions of years ago and understand that the Alpine region is unique
- They will share information about a European region that may be useful to tourists

## **PSHE – Dreams and Goals**

- To understand I will need money to achieve my goals and dreams
- To explore a range of jobs and explore how much people earn in different jobs
- To describe the dreams and goals of young people in a culture different to mine
- To encourage other young people to meet their dreams and goals

## **Computing – iDraw**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithm and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

## **RE - What would Jesus do? Can we live by the values of Jesus in the 21st Century?**

- This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings. It enables a clear sequence of learning and the development of a rich knowledge of Christian worldviews. Pupils use some of the main disciplines with which religion and worldviews are studied: they think about making sense of texts and about questions of meaning, values and truth.

## **Art - Sculpting vases**

- To explore historical vase designs
- To find out about vase designers and begin to design their own vase
- To develop control of tools and techniques
- To be able to make a clay vase.
- To decorate vases
- To be able to evaluate a finished product

## PE - Fair, Share, Dare

- Understand and follow rules and compete fairly with others
- Resolve arguments themselves
- Take turns and include everyone in games
- Recognise and celebrate difference
- Be brave, try new things and take risks in games

## Music

- Charanga - "Make You Feel My Love" - the learning is focused around performing Bob Dylan's song (as covered by Adele), leading to a performance at the end of the half term
- Pupils will be introduced to the original as well as Adele's cover version, and to a range of other ballad songs, identifying common features of the music
- They will also learn instrumental parts for the song and build upon general musicianship through warm up games for rhythm, pitch and pulse

An introduction to instrumental improvisation will also be included as part of the process of learning the song for performance, together with an opportunity to write suitable lyrics for a ballad

## Spanish

Culture: Hispanic countries of South America

Language:

- additional adjectives
- additional verb infinitives
- immediate future tense
- adverbs of time
- more complex questions
- leave taking

## Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your **reading book** and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Monday and Friday** - to be worn all day (don't forget to put trainers/pumps in your bag)