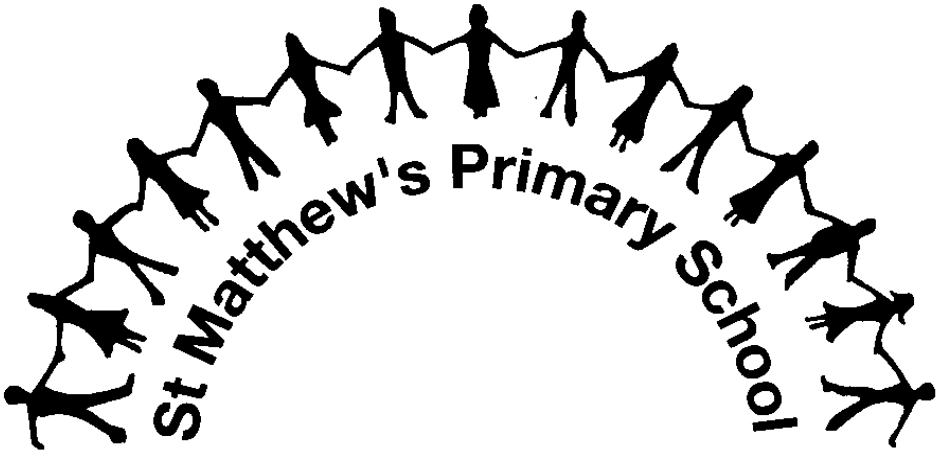


# Curriculum Framework

# for

# Year 5

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

| | |
|---|---|
| **English** | Programmes of Study for:<br>• Year One<br>• Year Two,<br>• "Lower Key Stage Two" (by the end of Year Four)<br>• "Upper Key Stage Two" (by the end of Year Six)<br>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation |
| **Maths** | Programmes of Study for each group from Years One to Six |
| **Science** | Programmes of Study for each group from Years One to Six |
| **All other National Curriculum Subjects** | Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six) |

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

# How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered…

### 1. A "Context for Learning"

We teach most subjects through a "Context for Learning". This is the over-arching topic we use to provide a meaningful context to the children's work. Usually each half term will have a different "Context for Learning". We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

English and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting "Entry Point"

Each context for learning begins with a "wow" entry point for the children. The purpose of these is to stimulate children's excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

**3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

# A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning.  Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year 5 for the First Half of Autumn Term

# Context for Learning: Jungle Journey

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
|---|---|---|
| **English** | Poetry | **Magic Box by Kit Wright:**<br>Read poems by significant poets and identify what is distinctive about the style or content of their poems; analyse and compare poetic style, use forms and themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; convey feelings, reflections or moods in a poem through the careful choice of words and phrases. |
| | Big Writing Adventures – Animals in Danger | • Children will learn how to write a persuasive yet factual report for a radio broadcast.<br>• They will learn how to write a breaking news article as well as a biographical magazine article.<br>• They will learn how to use rhetorical questions, personal pronouns and other emotive language to persuade.<br>• They will use expanded noun phrases to build interesting descriptions, varied sentence structures, including sentences with subordinate clauses and single-clause sentences for effect.<br>• Furthermore they will use a range of time adverbs/adverbials as well as fronted adverbials to structure their writing.<br>• Alliteration and a range of adverbs of cause will be used to create dramatic effect. |
| | Reading | Use knowledge of words, roots, derivations and spelling patterns to read unknown words |
| | Grammar | Speech punctuation, direct and reported speech, need for punctuation, use of commas in embedded clauses, proof reading. |
| | Spelling | Read Write Inc Spelling |
| | Handwriting | Write legibly, fluently and with increased speed by:<br>- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.<br>- Choosing the writing implement that is best suited for a task. |
| **Mathematics** | Number and place-value **(NPV)**; Written addition and subtraction **(WAS)** | Read, write, compare and order 5-digit numbers, understanding place-value and using < and > signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; work systematically to spot patterns. |

| | | |
|---|---|---|
| | Mental addition and subtraction **(MAS)**; Number and place-value **(NPV)**<br><br>Number and place-value **(NPV)**;<br><br>Written addition and subtraction **(WAS)**; Mental addition and subtraction **(MAS)** | Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems.<br><br>Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up. |
| **Science** | Living things (including plants) | Describe the changes of plants from a seed.<br>Describe the process of reproduction in some plants (sexual and asexual)<br>Understand the different habitats of plants and how they adapt to their environment. |
| **Computing** | e-safety | •Children use the internet as a resource to support their work<br>•Children recognise the need to ask appropriate questions to find answers.<br>•Students understand that key word searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results<br>•Children understand that good online research involves processing the information (rather than copying) and interpreting it for others.<br>•Children recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website.<br>•Children recognise issues of copyright and the importance of acknowledging sources. |
| **Art and Design** | Oil pastels and drawing. | Children look at the work of Henri Rousseau and use this to create their own art work. |
| **Music** | Singing to perform | Harvest Festival |
| **Design and Technology** | N/A | N/A |
| **History** | N/A | N/A |
| **Geography** | Rainforest/map work of the world | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br><br>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within South America. |
| **Languages** | French | Weekly lesson delivered by a specialist teacher every Wednesdays. |

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|---|---|---|
| **Physical Education** | Paired composition and invasion games. | **Paired composition (gymnastics):**<br>○ Working together as a pair to create a sequence of movements.<br>○ Experimenting ways of different movements and levels and linking them together into a smooth sequence.<br><br>**Games (football):**<br>*play competitive games, applying principles of attacking & defending<br>*develop strength, technique, control & balance<br>*use dribbling & control in combination |
| **PHSE and Citizenship** | Beginning and belonging | . Contribute ideas for what makes the classroom safe and happy<br>Work with other children to share ideas<br>Work cooperatively with anyone in the class<br>Name feelings I or someone else might experience when we are in a new situation<br>Know and understand a range of reasons why people might arrive new to school describe how it would feel to be new in the school or in another situation Describe situations where I might need support from a trusted adult or friend |
| **Religious Education** | Christianity | How do the beliefs of Christians affect their actions? |
| **Cooking and Nutrition** | Nutrition lessons | Delivered by Premier Sport. |

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| **Educational Visits/Visitors** | Botanic Gardens, Cambridge – Rainforests. |

# Our Curriculum for Year 5 for the Second Half of Autumn Term

# Context for Learning: Victorians

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
|---|---|---|
| **English** | The Highwayman | **The Highwayman by Alfred Noyes:**<br>Read poems by significant poets and identify what is distinctive about the style or content of their poems; analyse and compare poetic style, use forms and themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; convey feelings, reflections or moods in a poem through the careful choice of words and phrases.<br>Children will also use the poem to write their own recount. They will identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, supporting illustrations, degree of formality adopted, use of connectives; write recounts based on The Highwayman poem. |

| | | |
|---|---|---|
| | Reading<br><br>Grammar<br><br>Spelling<br><br>Handwriting | <br><br>Use knowledge of words, roots, derivations and spelling patterns to read unknown words<br><br>Speech punctuation, direct and reported speech, need for punctuation, use of commas in embedded clauses, proof reading.<br><br>Read Write Inc Spelling<br><br>Write legibly, fluently and with increased speed by:<br>- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.<br>- Choosing the writing implement that is best suited for a task. |
| **Mathematics** | Mental multiplication and division **(MMD)**<br><br>Measurement **(MEA)** | Multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; ; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9.<br>Use formal written methods to multiply and divide. Identify and investigate factors, prime numbers and square numbers.<br><br>find perimeters and areas in cm and convert cm to m. |
| **Science** | Living things (including plants) | Describe the changes of plants from a seed.<br>Describe the process of reproduction in some plants (sexual and asexual)<br>Understand the different habitats of plants and how they adapt to their environment. |
| **Computing** | Digital English | •Students understand that key word searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results<br>•Children understand that good online research involves processing the information (rather than copying) and interpreting it for others.<br>•Children recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website.<br>• Children use digital tools more confidently, choosing the right tools for the job.<br>• Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect. They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user. |
| **Art and Design** | Victorian sketches | •Children sketch famous Victorians using pencil and shading. |
| **Music** | Rock Music | Charanga music Unit: Journey's Don't Stop Believing. |

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|---|---|---|
| **Design and Technology** | Cam based toys | Moving Victorian Cam Based Toys |
| **History** | Victorians | Life For Victorian Children (School and work); the workhouse and Dr Barnardo.<br>Local study. |
| **Geography** | Rainforest/map work of the world | Locate the world's countries, using maps to focus on the British Empire during Queen Victoria's reign. |
| **Languages** | French | Weekly lesson delivered by a specialist teacher every Wednesdays. |
| **Physical Education** | Paired composition and invasion games. | **Dance (On the beach):**<br>Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition<br>**Games (netballl):**<br>*play competitive games, applying principles of attacking & defending<br>*develop strength, technique, control & balance<br>*use dodging and throwing in combination |
| **PHSE and Citizenship** | Friendships and fair play.<br><br>Managing change.<br><br>Growing and changing. | - Children will look at what makes a good friend<br>- They will consider what actions they should take in order to maintain positive relationships<br>- Children will consider what behaviours are hurtful and damaging.<br><br>Children will be able to identify male and female sexual parts and describe their functions; they will learn about the physical changes that happen during puberty and how to manage them, as well as the fact that everyone changes at different rates. Children will also look at how media, friends and family can influence body image. |
| **Religious Education** | Christianity | **Jesus:** Who do people say I am? |
| **Cooking and Nutrition** | Victorian celebration food | Children look at what food the Victorians ate at the coronation feast. |

| | |
|---|---|
| **Educational Visits/Visitors** | • ***A.N.Wilson***: well respected historian. Expert on Queen Victoria and the Victorian period will be visiting St.Matthew's to talk to the children about Queen Victoria and answer their questions.<br>• **Museum of Cambridge**: children will focus on the planning of the coronation feast that was held on Parker's Piece. They will also use museum displays to investigate life in Victorian times.<br>• **History works project** – workshop with Michael Rosen. |

# ***Year 5 list of useful websites for Numeracy, English and Context***

Listed below are some useful websites which will help to support your child's learning in Year 5. We have grouped them under Numeracy, English and our current Context for Learning,' **Jungle Journey'**. We will send out a list of useful websites for our 'Victorians' Context after half term.

# ***Year 5 Numeracy:***

***www.crickweb.co.uk/ks2numeracy.html*** **Links to range of activities, grouped by topics**
***www.wmnet.org.uk/wmnet/14.cfm?p=125,index*** **Brilliant site! All areas covered. Hit the Button, Wizard's Number and all Dartboard activities are especially good.**
***http://nrich.maths.org/frontpage*** **Investigations, challenges and problems**
**www.woodlands-junior.kent.sch.uk/maths/ Excellent activities, games, resources.**
***www.galileo.org/math/puzzles.html*** **Challenging open ended problems/investigations/real life contexts**
***www.subtangent.com/maths/index.php*** **Investigations, games and tests**
***www.mathsisfun.com/*** **Range of activities. Games have strong problem solving/logic links.**
**www.bbc.co.uk/bitesize/ks2/maths/ Information, activities, games and quizzes**
**www.amblesideprimaryschool.co.uk/Learning.../Maths-Zone.html** ***Great links to range of sites.***
***http://www.surreyheathmathszone.co.uk/activities.htm*** **Well organised, learning objectives, links to good tasks**
***www.coolmath4kids.com/*** **Range of interactive activities**
**http://www.oswego.org/ocsd-web/games/sumsense/summulti.html For multiplication practice**
**http://resources.oswego.org/games/mathmagician/mathsmulti.html For specific times tables practice**
**http://uk.ixl.com/math/year-5 For a wide variety of numeracy practice**
**www.topmarks.co.uk For various topics**
**http://mathschallenge.net/index.php?section=latest Gifted and talented maths challenges**
**http://momath.org/activities/ Museum of mathematics, inspiring math exploration and discovery**

# ***Year 5 English:***

## General English websites:

**http://www.bbc.co.uk/bitesize/ks2/english/ packed full of great activities and resources for reading, writing, punctuation**
**http://www.bbc.co.uk/bitesize/ks2/english/writing/ excellent for features of different text types**
**http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/ spelling and grammar activities**
**http://resources.woodlands-junior.kent.sch.uk/English/index.htm excellent links to hundreds of activities for reading, writing, spelling and grammar.**

**Books/Authors:**
**http://www.theweeweb.co.uk/authors_websites.php great site that lists hundreds of children's authors with links to author's websites,**
**http://www.ukchildrensbooks.co.uk/ directory of children's authors with links to websites**
**http://www.wordpool.co.uk/ useful site for helping your child to enjoy reading**

## Grammar websites:

***Past tense game***
**http://www.saintambrosebarlow.wigan.sch.uk/Fun_and_games/tenses.htm**

***Sentence structure with words colour-coded by category***
**http://www.crickweb.co.uk/ks2English.html**
**http://www.apples4theteacher.com/frig.html**

**http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/sentences/play/**

***Punctuation games***

**http://www.lancsngfl.ac.uk/curriculum/English/lit_site/lit_sites/alpha_drag/widepage.htm**

***Noun game – common and proper nouns***

**http://www.harcourtschool.com/activity/basketball/index.html**

***Pronoun game***

**http://www.saintambrosebarlow.wigan.sch.uk/Lower_Junior_Activities/marlonspronouns.htm**

***Adjective games***

**http://www.ngfl-cymru.org.uk/vtc/ngfl/english/monmouthshire/choose_adj_monmouthshire.html**

***Reading comprehension*** **– on the following website you will find a variety of interactive and printable games for children to play.**

**http://www.everyschool.co.uk/english-key-stage-2-comprehension.html**

## *Y5 Context for Learning useful websites: Victorians*

http://homeworkhelp.stjohnssevenoaks.com/victorians.html Fascinating facts about Queen Victoria and Victorian times.

http://www.queen-victorias-scrapbook.org/index.html Browse a scrapbook - complete with diary entries, photos and film clips - all about the life of Queen Victoria.

http://www.bl.uk/learning/histcitizen/victorians/victorianhome.html Discover all aspects of Victorian life, from the period's staggering achievements to its deep social problems, with slide shows, posters, diaries, newspaper accounts and sound clips.

http://www.mccord-museum.qc.ca/en/keys/games/17 Test your sense of Victorian manners with an online game.

http://www.nationalarchives.gov.uk/education/victorianbritain/lawless/default.htm Catch criminals as a Victorian policeman. (Click on "Activity One" to begin.)

http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/ Find out about Victorian children at work, school and play, with animations, quizzes and activities.

http://victorians.swgfl.org.uk/welcome.htm Follow a day in the life of a Victorian family, see lots of original artifacts and play with Victorian toys online.

http://www.geffrye-museum.org.uk/learning/walk-through- Travel back in time and explore the rooms of a Victorian home. (Move your mouse over each scene to find out more about everyday life.)a-victorian-house/walk-through/

http://cookit.e2bn.org/historycookbook/index-23-victorians.html Victorian food facts, recipes to try at home and video clips of how to prepare some Victorian meals.

http://www.bbc.co.uk/history/forkids/ Try your luck as a Victorian cotton entrepreneur, take a quiz on women's rights or find out about life for Victorian children. (Click on "British History" and click on Victorian topics.)

http://www.bbc.co.uk/history/british/victorians/ Watch animations of Stephenson's Rocket and other Victorian inventions. (Click on "Victorian Technology and Innovation" then one of the animations.)

http://www.nationalarchives.gov.uk/education/victorianbritain/happy/default.htm See how rai lways changed Victorian life.

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/ Online guides to Isambard Kingdom Brunel, Florence Nightingale, Mary Seacole, Elizabeth Fry and George Stephenson, with games and quizzes.

http://www.bbc.co.uk/drama/bleakhouse/animation.shtml Meet Charles Dickens in an animated look at his life.

http://www.nationalarchives.gov.uk/education/victorianbritain/great/default.htm Did life improve during Queen Victoria's reign?

http://www.show.me.uk/hosted/networks/networks.swf Move It! In 1850 By Train, Wagon And Boat A Victorian race against time and money from Show Me and Thinktank.

http://www.mylearning.org/interactive.asp?journeyid=281&resourceid=745 Help Mary Seacole make plant medicine for the Crimean soldiers.

http://www.brainboxx.co.uk/a4_resource/pages/history/VICTORIANS.htm Find out about work, school and play for children in Victorian Britain. Interactive games and well presented information with original source materials and LINKS to other sites

http://www.channel4.com/learning/microsites/Q/qca/victorians/ people who helped children. timelines, victorian schools and a victorian toy shop,

# Our Curriculum for Year 5 for the First Half of Spring Term

## Context for Learning: The Victorians continued/Space Race

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
|---|---|---|
| **English** | **Recounts** | Based on the ***Thousand Yard Model***<br>- Children will review the important features of a recount and will put them into practice by writing about their Parker's Piece 1000 yard model investigation. |
| | **Non-fiction**<br>newspaper and television reports | Based on the book, **Tuesday.**<br>- Children study the book and act as investigators and news reporters.<br>- Children will learn about reported and direct speech.<br>- Hot-seating and role playing.<br>- Children will create newspaper articles.<br>- Children will also create news reports which will be recorded to play back to the class. |
| | **Narrative** | Based on the book, **Moonfleet**<br>- Children will select high-level words to describe scenes from the book and write their own version of some of the descriptions.<br>- They will convey empathy to the reader through good language choices in a diary entry writing as one of the book's characters.<br>- Children will use role play, story mountains and story mapping to help facilitate their ideas.<br>- They will then plan and write their own ending to the story. |
| | **Spelling** | - Words ending in –ence<br>- The *ee* sound spelt ei<br>- Words ending in –ant, -ance and –ancy.<br>- Words ending in *shus* spelt –cious<br>- Words with "silent" letters, e.g. knight, psalm, solemn<br>Special focus on homophones and orange words |
| | **Grammar & Punctuation** | - Speech marks that help picture the character and their personality or mood.<br>- To use commas to make writing clear to the reader.<br>- Building connections in a paragraph using words such as then, after that, this, firstly.<br>- Link ideas across paragraphs using adverbials of place, e.g. nearby.<br>- Using brackets and dashes or commas for the same purpose. |

| | | |
|---|---|---|
| **Mathematics** | **Fractions** | Identify and name equivalent fractions of a given fraction, represented visually including tenths and hundredths.<br><br>Compare and order fractions whose denominators are multiplies of the same number.<br><br>Add and subtract fractions with the same denominator and denominators that are multiplies of the same number.<br><br>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number.<br><br>Multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams.<br><br>Read and write decimal numbers as fractions.<br><br>Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates. |
| | **Decimals** | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.<br><br>Read, write, order and compare numbers with up to three decimal places.<br><br>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.<br><br>Round decimals with two decimal places to the nearest whole number and to one decimal place.<br><br>Use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling.<br><br>Solve problems involving number up to three decimal places. |
| | **Percentages** | Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. |

| | | |
|---|---|---|
| | | Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. |
| **Science** | **Space** | Describe the movement of the Moon relative to the Earth.<br><br>Describe the movement of the Earth and other planets, relative to the Sun in the solar system.<br><br>Explain how day and night are related to the spin of the Earth on its own axis. |
| **Computing** | **Programming** | First half - Programming – animation or inputs and outputs.<br><br>Second half - Understanding Technology. |
| **Art and Design** | **Pastels**<br><br>**Pencil drawing and shading**<br><br>**Sketch books** | Patchwork planets<br><br>Galileo Moon drawing<br><br>Sketching skills |
| **Music** | **Adele**<br><br>**Hip Hop** | Charanga music unit:<br>First half - Make you feel my love<br><br>Second half - Fresh Prince of Bel Air |
| **Design and Technology** | N/A | N/A |
| **History** | **Space Race** | History of space travel<br><br>Changes and developments in Space Exploration |
| **Geography** | N/A | N/A |
| **Languages** | **French** | First and second half - Weekly lesson delivered by specialist teacher every Tuesday. |
| **Physical Education** | **Outdoor & Adventure Activities**<br><br>**Swimming**<br><br>**Fitness** | Premier Sport<br><br>Parkside Swimming Pool<br><br>Regular 5 A-day TV fitness sessions in class |
| **PHSE and Citizenship** | **My Emotions** | First half – Home and Belonging<br><br>Second half – Working Together and Diversity and Communities |
| **Religious Education** | **Buddhism**<br><br>**Beliefs and Actions in the world** | First Half - What does it mean to be a Buddhist? Can we all be enlightened?<br><br>Second half - What key beliefs influence people's faith and how do people of faith live out their lives? |
| **Cooking and Nutrition** | **Healthy eating** | Smoked Paprika Sausage |

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| **Educational Visits/Visitors** | • ***Parker's Piece*** ***Thousand Yard Solar System investigation: The Earth as a Peppercorn:*** - We will be taking the children to Parker's Piece to investigate the distances between planets in a practical context.<br>• **History Works project**: Local history and music project, involving History Works, horrible Histories song writers and Michael Rosen (author): more details to follow.<br>• Visit to the Cambridge Science Centre |

## ***Y5 Context for Learning Spring Term 1st Half: 'Space Race'***

# ***USEFUL WEBSITES***

Listed below are some **useful websites** which will help to support your child's learning in our '**Space Race' Context** this half term. Please continue to use the list of useful websites for Literacy and Numeracy which we sent out in September. All of our lists of Useful websites can be found in the Year 5 Curriculum section on the school website.

**www.sunaeon.com Brilliant interactive solar system, video clips, linked space related music**

**www.kidsastronomy.com Solar system information, games and astronomy**

**www.spacekids.co.uk/solarsystem Information about the planets**

**http://science.nationalgeographic.com/science/space/solar- system/ interactive exploration of Solar system**

**http://www.nasa.gov/audience/forkids/home/index.html NASA official site, great videos of missions, spacecraft, astronauts etc.**

**www.atlasoftheuniverse.com/ an atlas of the universe**

**www.gigagalaxyzoom.org/B.html zoom in on the Milky Way Galaxy**

**www.spacecentre.co.uk National Space centre website**

**www.rmg.co.uk/royal-observatory Royal observatory in Greenwich**

**www.sciencemuseum.org.uk good Space section**

**http://www.ngfl-cymru.org.uk/vtc/earth_and_space/eng/Introduction/default.htm Interactive lesson, orbits and phases of moon**

**http://spacetelescope.org/about/general/fact_sheet/ The Hubble Space Telescope - information site,**

**http://amazing-space.stsci.edu/resources/explorations/groundup/ history of space telescopes**

# Our Curriculum for Year 5 for the Summer Term (First and Second Half)

## Context for Learning: Ancient Greece

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
|---|---|---|
| **English** | **Newspaper report**<br><br>**Narrative**<br><br>**Persuasive writing**<br><br>**Fables & Poetry**<br><br>**Grammar**<br><br>**Spellings** | Based on the Greek myth of **'Icarus and Daedalus'**<br>- What is a myth? What is a legend? They will discuss similarities and differences between them.<br>- Hot seating, role play and character emotion graphs.<br>- Children will learn the how to identify features of a newspaper article, the difference between fact and opinion and direct and reported speech.<br>- They will then plan and write their own newspaper article in which they report the events that have happened in 'Icarus and Daedalus'.<br><br>Based on the short film **'The Dream Giver'**.<br>- Children will watch part of a short film.<br>- They will then use their imagination to decide upon the ending of the film.<br>- Children will use role play, story mountains and story mapping to help facilitate their ideas.<br>- They will then plan and write their story.<br><br>Based on the debate regarding the **Parthenon Marbles**.<br>- Children will learn about the issue regarding the marbles and the impact it has had politically.<br>- They will understand the background and context surrounding the marbles and observe both sides of the argument.<br>- Children will take part in a class debate and use persuausive language in order to strengthen their argument.<br>- They will then learn formal letter writing conventions.<br>- They will then plan and write a persuasive letter either to the British Museum or the Greek government using the skills they have learnt.<br><br>Based on various myths: **Wooden Horse of Troy, Pandora's Box, Heracles, Perseus and Theseus and the Minotaur.**<br>- Children will write play scripts and eventually write up their own myth or legend.<br><br>- Change nouns or adjectives into verbs by adding suffixes such as –ate, -ise, -ify e.g. elasticate, standardise, solidify.<br><br>- They will understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.<br><br>- Children will incorporate the grammar they have learnt into their written work. |

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| | | - Words ending with –cious or –tious<br>- Words ending with –cial or –tial<br>- Children will learn to spell most of the Year 5 words. |
| **Mathematics** | **Decimals, percentages and their equivalence to fractions(DPE)** | Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01.<br>Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal place. understand place value in decimal numbers to 2-decimal places; place decimal numbers on a line; round two-place decimal numbers to nearest tenth and whole number; say the number a tenth or a hundredth more.<br>Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method.<br>Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers. |
| | **Geometry: position and direction(GPD)** | Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve problems related to turn.<br>Know properties of equilateral, isosceles, scalene and right-angled triangles; find that angles in a triangle have a total of 180°; sort triangles according to their properties.<br>Understand what a polygon is; draw polygons using dotted square and isometric paper; revise terms obtuse, acute and reflex angles, perpendicular and parallel sides; recognise quadrilaterals as polygons and identify their properties; classify quadrilaterals; draw regular polygons and explore their properties.<br>Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes.<br>Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m.<br><br>Use scales to weigh amounts to the nearest half interval; convert from grams to kilograms and vice versa, from |

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| | **Measurement (MEA)** | millilitres to litres and vice versa, and from metres to kilometres and vice versa; read scales to the nearest half division; understand that we measure distance in kilometres and miles; use ready reckoning to give approximate values of miles in kilometres and vice versa; draw line conversion graphs.<br>Revise metric units of weight, capacity and length; understand that we can measure in imperial units and relate these to their instances in daily life.<br>Begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes.<br>Use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure. |
| **Science** | Opposing forces (Summer 1)<br><br>Properties and changing materials (Summer 2) | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.<br><br>Know that some materials will dissolve in liquid to form a solution and how to recover a substance from a solution.<br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.<br>Demonstrate that dissolving, mixing and changes of state are reversible changes. |
| **Computing** | Programming – creating a quiz or game (Summer 1)<br>Digital Literacy (Summer 2) | Children use Scratch to create a programme or game.<br><br>• Students understand that key word searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results<br>• Children understand that good online research involves processing the information (rather than copying) and interpreting it for others.<br>• Children recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website.<br>• Children use digital tools more confidently, choosing the right tools for the job.<br>• Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect. They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user. |
| **Art and Design** | Greek artefacts | First Half: Greek mural – painting<br>Second half: Greek vases/clay pots |
| **Music** | Motown and consolidation of learning | Charanga music unit: 'Dancing in the Street' (Summer 1) and 'Reflect, Rewind and Replay' (Summer 2). |

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| **Design and Technology** | | N/A |
| **History** | Ancient Greece | To understand how Ancient Greece fits into the past.<br>To know about Greek gods and goddesses and use this to develop their own god.<br>To use styles of Greek architecture to design their own temple. |
| **Geography** | Mapwork<br>Modern/Ancient Greece | Use maps, atlases, globes and digital/computer mapping to locate countries. |
| **Languages** | French | Lessons with delivered by specialist French teacher every Wednesday. |
| **Physical Education** | Athletics and Dance<br>Outdoor Adventures and Gym | First half: Heptathlon and Dance (Summer 1)<br>Second Half: Co-operation, Communication and Consideration and Press and Go (Summer 2) |
| **PHSE and Citizenship** | Healthy lifestyles | First half: Family and Friends<br>Second half: Lost and Found |
| **Religious Education** | Hinduism<br><br>Christianity | First half: What can stories and images of deities tell us about Hindu beliefs?<br>Second half: Where did the Christian Holy Book come from? |
| **Cooking and Nutrition** | Healthy eating linked to topic | First half: Greek salad<br>Second half: Olive bread |

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| **Educational Visits/Visitors** | Ancient Greek Day<br>Visit to the Fitzwilliam Museum |

## ***Y5 Context for Learning Summer Term : Ancient Greece***

Listed below are some **useful websites** which will help to support your child's learning in our **'Ancient Greece' Context** this term.

### ***General Sites:***

http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/ excellent site

http://www.greece4kids.com/ Greece from a child's viewpoint

http://www.ducksters.com/history/ancient_greece.php covers all areas, games

http://www.kidinfo.com/world_history/ancient_greece.htm Art, culture, cities

http://www.ancientgreece.com/ excellent site

http://www.historyforkids.org/learn/greeks/ very comprehensive site, grouped by topic

http://www.ancientgreece.co.uk/ Brilliant British Museum website

http://www.arwhead.com/Greeks/index.html general information

http://www.schoolsliaison.org.uk/kids/preload.htm Birmingham museum site, design greek pots, worksheets

http://www.penn.museum/sites/greek_world/ Pennsylvania museum

http://www.fordham.edu/halsall/ancient/asbook07.html Detailed site with links to Ancient Greek texts, artefacts

## ***Greek Myths:***

http://www.aworldofmyths.com/ Greek Myths

http://www.historyforkids.org/learn/greeks/religion/greekmyths.htm Greek Myths (alphabetic order)

http://www.theoi.com/ Greek mythology and gods

http://www.storynory.com/category/educational-and-entertaining-stories/greek-myths/ myths with audio clips

http://www.mythweb.com/encyc/index.html encyclopedia of Greek

## ***Gods and Goddesses:***

http://greece.mrdonn.org/greekgods/index.html Greek Gods & Goddesses, links to other good sites

http://www.mythweb.com/index.html Greek Gods and Heroes
http://library.thinkquest.org/4553/ Pegasus' Paradise - animals, heroes and a matching gods game

.http://www.greek-gods.info/ great information on Greek Gods and games

http://www.theoi.com/ Greek mythology and gods

## ***Ancient Olympics:***

http://www.perseus.tufts.edu/Olympics/ Ancient Olympics, very interactive

We hope that you find this information useful and hope that the sites listed enhance your child's learning this term.

Please feel free to see us if you wish to find out more about any of the websites suggested. If you have suggestions of other websites which you and/or your child feel would be useful to other children in Year 5 please let us know.