

Work to be covered in the Spring Term by Year 5.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope it will also enable you to support your child at home in their studies.

If there is anything contained in this leaflet that you don't understand, please contact your child's class teacher.

Maths:

- Multiply a number up to 4 digits by a 1 or 2 digit number
- Divide a number up to 4 digits by a 1 or 2 digit number
- Interpret remainders
- Solves problems using multiplication and division
- Find and use equivalent fractions
- Convert between improper fractions and mixed numbers
- Compare and order fractions
- Understand fractions as division
- Use fractions to show remainders
- Read and write decimals up to 3 decimal places, including numbers greater than 1
- Round decimals to the nearest whole number and to one decimal place
- Order and compare decimal numbers up to 3 decimal places
- Write percentages as fractions and as decimals.

English:

- To use drama to gain deeper understanding of video
- To create an orientation and suitable heading
- To use direct speech and understand the rules for using it
- To understand and appropriately use formal language
- To write a newspaper report
- To write a re-orientation
- To combine information about the life of a character and a setting to provide an introduction to narrative
- To write a setting description using a variety of sentence styles
- To write action as a first person narrative
- To create atmosphere including an appropriate level of detail
To use appropriate vocabulary and grammatical structures, including a variety of sentence openers.

<p><u>Science:</u></p> <p>Materials and their properties</p> <ul style="list-style-type: none"> • Know about the different states of matter. • Know that matter is either a solid, liquid or gas. • Be able to give some characteristics of each state. • To draw a bar graph accurately • Explain how matter changes from one state to another <p>Earth and Space</p> <ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the sun. • To describe the movement of the moon relative to the Earth. • To be able to use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Music:</u></p> <ul style="list-style-type: none"> • To combine beat, rhythm and tempo. • To develop the idea of the round into a four part performance. • To introduce tuned percussion. <p><u>PE:</u> RealPE Unit 5 - Health and Fitness</p> <ul style="list-style-type: none"> • I can self-select and perform appropriate warm up and cool down activities. I can identify possible 	<p><u>Geography:</u></p> <p>Volcanoes</p> <ul style="list-style-type: none"> • Identify, recognise and describe, using appropriate subject vocabulary • Identify, describe and compare and contrast the countries of Europe; • Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; • Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; • Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; • Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution <p><u>History</u></p> <p>Shang Dynasty</p> <ul style="list-style-type: none"> • Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899; • Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision; 	<p><u>Art:</u></p> <p>Landscape</p> <ul style="list-style-type: none"> • To create sketches to record their observations and use them to review and revisit ideas. • To improve design techniques, including drawing, painting and sculpture with a range of materials • To know about great artists, architects and designers in history. <p><u>French:</u></p> <ul style="list-style-type: none"> • To be able to talk about what happens within the school day. • To be able to tell the time. • To talk about the weather. <p><u>RE:</u></p> <p>Are Sikh stories important?</p> <ul style="list-style-type: none"> • Remember a Sikh story and talk about it • Consider stories important to me • Explain the meaning of a Sikh story • Describe what a Sikh/non Sikh might learn from a story • Explore reasons why Sikh stories are still relevant today • Understand how what Sikhs learn from Sikh stories can influence how they behave
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<p>dangers when planning an activity (Level 5)</p> <ul style="list-style-type: none"> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working (Level 4) <p>Unit 6 – Personal</p> <ul style="list-style-type: none"> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets (Level 5) I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (Level 4) 	<ul style="list-style-type: none"> Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one; Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty; Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers. <p>PSHE:</p> <p>Exploring Emotions</p> <ul style="list-style-type: none"> Recognising a wider range of feelings and how to respond Develop strategies to resolve disputes Extending emotional vocabulary Exploring the intensity and range of feelings <p>Being Responsible</p> <ul style="list-style-type: none"> Research, discuss and debate topical issues Understanding there are Human Rights too protect everyone Develop skills to carry out responsibilities 	<p>Did Jesus have to die?</p> <ul style="list-style-type: none"> Consider how the bible helps Christians to understand their faith Consider the events of holy week Learn what Christians believe about sin Explore the theme of sacrifice in the Old Testament Discuss and ask appropriate questions about Holy week Consider whether God intended Jesus to be crucified Express opinions about Jesus's crucifixion being God's plan <p>Safeguarding – Curriculum Links</p> <ul style="list-style-type: none"> Whole School Online Safety theatre production (community safety partnership) Relationships in PSHCE – links to healthy and unhealthy relationships/ Domestic Abuse/Honour Based Violence
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