

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:

- Read, write, order and compare numbers up to 1 000 000 and determine the value of each digit.
- Round any number to 1 000 000 to the nearest 10, 100, 1000, 10 000, 100 000.
- Count forwards and backwards with negative and positive numbers whole numbers, including through zero.
- Multiply numbers up to four- digits by a one- or two- digit number using a formal written method.
- Divide numbers up to four-digits by a one-digit whole number using a formal method and interpret remainders appropriately in context.
- Solve problems involving multiplication and division.
- Add and subtract whole numbers with more than 4 digits, including using formal methods.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Read, write and order numbers with up to three decimal places.
- Identify, describe and represent the position of a shape.
- Draw angles and measure them in degrees.

English:

- To write using a variety of genres including: information texts, persuasive texts, stories from other cultures, explanation texts.

- Read examples of stories from different cultures and traditions, older literature, traditional stories, myths and legends
- Select a character and use role-play to explore the story from their point of view
- Punctuate sentences accurately, including: question marks, exclamation marks, colons, commas, and speech marks.
- Link clauses in sentences using a range of connectives
- Organise writing in paragraphs
- Learn spelling patterns and apply spelling rules
- Develop a legible, fluent handwriting style

Computing:

- Using a range of programs, including Scratch and Inkscape, to create geometric patterns and art in the style of Escher, Riley and traditional Islamic artists.
- Using SketchUp to create a virtual art gallery, based on real life examples, in which to display their artwork.

Science:

Living things and their habitats

- To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To describe the life process of reproduction in some plants and animals.

Earth and Space

- 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.

Music:

- To combine beat, rhythm and tempo.
- To develop the idea of the round into a four part performance.
- To introduce tuned percussion.

PE:

Indoor

- To study different dances and different styles.
- To perform and evaluate.

Outdoor

- To work in pairs and small groups to develop attack and defence skills.
- To evaluate own performance.
- To improve endurance and fitness levels

Geography:

The Rainforest

- To be able to identify continents, oceans, the location of rainforests and the equator, using an atlas
- To identify the layers of the rainforest
- To understand the issues surrounding the rainforests and the impact of deforestation

The USA

- To research one of the American states
- To know why New York is famous.
- To understand the role of the American president.

PSHE:

Relationships-what makes a good friend?

- To be able to identify positive things about themselves and others.
- To identify what it feels like to be embarrassed.
- To explore how people react to loss.
- To understand that grieving is important and that there is more than one way to grieve.

Getting on and falling out

- To explore different types of friendship.
- To know that we are responsible for the choices we make and the way we behave, even when very angry.

DT:

Clay and mask-making

- To use research and develop design criteria to inform design
- To select and use a wide range of tools.
- To evaluate their work and understand how to improve it.

Art:

Landscape

- 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.

French:

- To be able to talk about what happens within the school day.
- To be able to tell the time.
- To talk about the weather.

RE:

Islam

- To describe the characteristics of the Prophet Mohammed.
- To know the effects of the 5 Pillars of Islam.
- To know the importance of prayer in the life of a Muslim.

		<p><u>Safeguarding - Curriculum Links</u></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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