

CURRICULUM SUMMARY



Term:
Spring 2

Year Group: 5

**Class
Teachers:**
Mrs P Williams
Mrs H Carroll

To love, serve and learn as Jesus shows us



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Subject: English

Charlotte's Web

Publisher: Puffin Classics

Author: E.B. White

<u>Final writing Outcome:</u>	<ul style="list-style-type: none"> To write a persuasive letter
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none"> Description: character studies Report: newspaper Poetry: haiku Playscript Instructions: survival guide Recount: autobiography/ biography Discussion: letters of advice Discussion: give animals a voice

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). Punctuation at Y4 standard is used correctly: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and apostrophes for singular possession.
<u>Composition</u>	<ul style="list-style-type: none"> Demonstrate awareness of audience by beginning to use a wider range of techniques such as recap, repetition of a catchphrase, humour; some use of dialogue to entertain and engage the listener/reader. Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> The full range of spelling rules and patterns for Years 3/4 and some rules and patterns for years 5/6 are accurately applied Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).
<u>Focus skills</u>	
<ul style="list-style-type: none"> Some use of modal verbs to indicate degrees of possibility (might, should, will, must). Some use of adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably). Some use of a wider range of punctuation: Use of commas to clarify meaning or avoid ambiguity Spelling: words with silent letters; words ending in -ant and -ent; words ending in -ance/-ancy or -ence/-ency; homophones and near homophones. 	



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Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
<u>Number – Multiplication and Division</u> Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.			<u>Number: Fractions</u> Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.						<u>Number: Decimals and Percentages</u> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. 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 $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.			Consolidation		



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Subject: Science
Living Things and Their Habitats

In this unit we will be learning to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and to describe the life process of reproduction in some plants and animals. We will also describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals and give reasons for classifying plants and animals based on specific characteristics.

<u>Learning Outcomes</u>		
<ul style="list-style-type: none"> To be able to describe how some plants reproduce. To be able to describe the life cycles of different mammals. To be able to explain what Jade Goodall discovered about chimpanzees. To be able to compare the life cycles of amphibians and insects. To be able to compare the life cycles of plants, mammals, amphibians, insects and birds. 		
<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
<ul style="list-style-type: none"> Observation over time. Exploration. Illustration. Pattern seeking. Identifying, classifying and grouping. Research using secondary sources. 	<ul style="list-style-type: none"> I can suggest possible and unlikely outcomes or consequences of decisions and actions I can recognise and explain a problem and hypothesis about solutions I can speculate about possibilities and think about their consequences I can find and organise information from a wide range of sources including books and ICT I can use what I know and what I have experienced to predict and generalise from it and apply this to new situations I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why I can talk about my strengths and areas for development I work for the pleasure of learning, creating or doing so in its own right I can work well in a group and can tell you what helps my group work well together I can organise and shape a talk, making connections between ideas 	<ul style="list-style-type: none"> Pollination Fertilisation Fusion Ovule Pollen Cell Reproduction Asexual Sexual Cuttings Roots Gestation Marsupial Life cycle Endangered Extinct Amphibian Insect Transform Larvae Pupa Nymph Egg Embryo Albumen Reproduce
<u>English links:</u>		<u>Maths links:</u>
<ul style="list-style-type: none"> Produce a glossary for topic specific scientific words Written or recorded narration about the growth of a baby Diary entry in role as Jane Goodall 		<ul style="list-style-type: none"> Comparing and sorting data
<u>Other curriculum links:</u>		
<u>Computing</u> – Use of technology to research and photograph. <u>Gardening</u> – Planting and harvesting potatoes <u>Art</u> – Sketching plants/flowers		



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Subject: Geography

Central America is generally considered part of the continent of North America, but is often referred to as its own region. Central America is a narrow isthmus that is bordered by North America and the Gulf of Mexico to the north and by South America to the south. To the east of Central America is the Atlantic Ocean and the Pacific Ocean is to the west. There are seven countries that are considered part of Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. The children will also focus on the geography of Central America through their learning of the Maya threaded through their current History topic.

The Big Question...

How did the geography of Central and North America affect the Maya civilisation?

Learning Outcomes

- Can I locate the world's countries using maps to focus on Central America?
- Can I locate where the Maya lived?
- Can I compare the physical geography of Mesoamerica and the U.K.?
- Can I find out about the way of life of modern Maya?
- Can I debate and consider a range of theories of why many Maya cities were abandoned in AD 900?
- Can I understand how the reserve at Tikal conserves the rainforest and an archaeological site?

Geography Skills:

Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Learning skills:

Locate the world's countries, using maps to focus on Central America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities

- Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied.
- Compare maps with aerial photographs
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.
- Follow a short route on a OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Core Vocabulary:

continent, country, city, North America, Central America, Mesoamerica, El Salvador, Belize, Guatemala, Mexico, Chichen Itza, Tikal, climate, human geography, physical geography, biomes, physical features, land use, residential, leisure, aquatic, climate, tribe, civilization, deforestation, overpopulation, terrain

English links:

Non-chronological reports, captions, tour guide, diary entry, annotating maps, letters, hot-seating

Maths links:

Interpreting dates on a timeline
Number and Place Value – base number of 20, concept of zero.

Other curriculum links:

History - compare locations of major world cities in the 1-8th centuries.
PE – Devise/play a version of the ball game: Pok-Ta-Pok

Art/DT - Pyramid structures
– Make chocolate
Science - Astronomy

PSHE - considering the needs of others, developing community spirit; Mayan medicine – natural cures.
British Values: democracy, citizenship
Spiritual, Moral, Social and Cultural development; organisation of society, structure of cities.