

# Year 5 Spring 2: What a Wonderful World

## Curriculum connections

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### English

#### **Fiction: based on the book Wonder by P.J. Palacio**

Build effective relative clauses where the relative pronoun is omitted.

Use a range of cohesive devices within and between paragraphs.

4

Create imaginative characters and settings based upon the work of real authors.

Start using the active and passive voice.

Blend action, description and speech to convey a character and move a story along.

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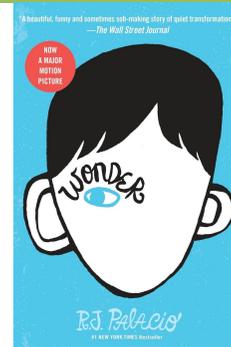
#### **Non Fiction: Instructions**

Use key features of instructions, such as imperative verbs, to write a set of precise instructions on how to propagate plants.

#### **Grammar:**

Start using active and passive voice.

Identify and use modal verbs.



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### Maths

**Number:** Read, write, order and compare numbers to at least 1,000,000.

Count forwards and backwards through zero to include negative numbers.

Read Roman numerals to 1000.

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**Fractions, decimals and percentages** - add, subtract and multiply fractions'; read, write, order and compare numbers with up to three decimals; solve real life problems using fractions, decimals and percentages.

Recognise mixed numbers and improper fractions.

Round decimals to the nearest whole numbers.

**Position and direction:** Identify, describe and represent the position of a shape following reflection or translation.

**Statistics:** Solve comparison, sum and difference problems using information presented in a line graph.

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### Geography

#### **Rivers and their importance to humans**

Expand knowledge of the world to include areas within the UK and South America.

Use maps, atlases and digital mapping to locate countries and cities.

4

Describe and understand the key aspects of rivers and their importance to settlements and economic activity. Use fieldwork to observe and record human and physical features linked to the River Thames.

4

### Art

#### **Inspired by David Hockney**

Use sketch books to record observations and evaluate.

Use a range of sketching and painting techniques.

Improve mastery of art and design techniques, including painting with a range of materials.

Evaluate and analyse creative works using the language of art, craft and design.

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Know about great artists, architects and designers in history.



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### Science

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#### Reproduction of plants

Describe the life processes or reproduction in some plants. Name, locate and describe functions of the main parts of plants including those involved in reproduction.

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#### Properties and Changes of Materials

Explain that some changes result in the formation of new materials and this is an irreversible change.

Understand that some materials will dissolve in liquid to form a solution.

Plan different types of scientific enquiry to answer questions, including controlling variables.

Record data and results using scientific diagrams, labels, tables, scatter, bar and line graphs and classification keys.

1

### RE

#### Buddhism

Identify the key events in the life of Siddhartha.

Make links between the Buddha's teachings on dissatisfaction and own ideas of wanting.

3

Identify some of the qualities of the Buddha.

Explain how Buddhists try to reflect the qualities of the Buddha in their own lives.

### Computing

#### Mars Roves 2

Learn how the Mars Rover is able to send images all the way back to Earth and experiment with online CAD software to design new tyres for it.

Develop CAD skills.

Understand how image data is transferred.

3

### PE

#### Hockey

Pass, dribble and shoot with control in games.

Mark opponents and help each other in defence.

4

#### Dance:

Use and respond to a range of stimuli to compose and perform dances.

4

### Music

#### Music and the movies

Develop an understanding of the history of music.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch,

5

duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Compose film theme music.

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### PSHE

#### Celebrating difference

Celebrate cultural differences and develop an understanding of how they can sometimes result in conflict.

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Develop a clear understanding of how to protect ourselves from bullying, name-calling and rumours.

4

Understand and celebrate all individual characteristics to ensure we are creating an inclusive school and society.

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### Supporting children after school closure

This half term, the content in the curriculum map will be delivered through face-to-face lessons and/or remote learning on the Google Classroom, depending on pupil circumstances.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered through the teaching of PSHE using the JIGSAW curriculum and circle times, to knowledge pupils' experiences during school closures, address possible concerns and support the rebuilding of relationships and social engagement.

Effective assessment for learning will ensure pupils make accelerated progress, particularly the most disadvantaged, and we will continue to build on our successes through the National Tutoring Programme (NTP). This programme provides additional support to schools to help pupils whose education has been most affected by school closures and provide a long-term contribution to pupil's overall attainment.