

## Year: 5

Spring

**Project:  
History/  
Geography**



[Sow, Grow and Farm](#)

This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.



**English**



Topic: Warning Story




Writing: Story Settings






Focus Text: The Canal

**Content:** In this unit, children will use the genre of a warning story to continue to work towards becoming confident writers. The unit works towards children independently completing their own warning story which imitates the structure and style of the focus text, with a particular emphasis on creating an opening that grabs attention and 'hooks' the reader in.

Topic: Beating the monster stories

Writing: Action

	<p><u>Focus Text: Defeat of Smaug</u></p> <p><b>Content:</b> In this unit, we will use the legend of Beowulf to inspire the children to write their own stories where the hero is 'defeating a monster'. This unit will focus on description of 'action' within a story by using a wide range of vocabulary and elaborating sentences and phrases.</p>
<p><b>Maths</b></p> 	<p>Using the White Rose Scheme, we will revisit Multiplication, focussing on multiplying 2digits by 2 digits, 3 digits by 2 digits and 4 digits by 2 digits using the long multiplication method. We will then focus on division using the bus stop method and apply our skills to problem solving and reasoning. We will then move on to consolidating our learning on fractions and moving this forward to multiplying fractions by an integer and a mixed number; and finding the fraction of a whole.</p>
<p><b>Reading</b></p> 	<p style="text-align: center;">     New Year Traditions      Destination – Ethiopia      Best Books of 2021      Chinese New Year      Awesome Series – Songs of Magic      Modern vs Classic Adventure   </p>
<p><b>Science</b></p> 	<p style="text-align: center;"><u>Topic:</u> Life Cycles</p> <p style="text-align: center;"><u>Content:</u></p> <p>In this module children build on earlier work from Key Stage 1 and from Year 3, where they learned about the life cycles of plants. They extend their understanding of what a life cycle is and learn about the life cycles of some familiar (and some less familiar) mammals, amphibians, insects and birds. Children compare and contrast different life cycles, identifying common features as well as explaining key differences.</p> <p style="text-align: center;"><u>Topic:</u> Reproduction in plants and animals</p> <p style="text-align: center;"><u>Content:</u></p> <p>In this module children learn about reproduction in some types of plants and animals, including humans. This module should be taught after Module 1, The Circle of Life, as it builds on the learning about different types of animals and their life cycles begun during that unit. It also links</p>

	<p>closely with OCW, where children have opportunities to investigate and enquire practically into many aspects of the learning about reproduction in plants and animals that is the focus for this module</p>
<p>PE</p> 	<p>PE will be on Wednesday morning.</p> <p>On this day, your child will need to come into school in suitable PE Kit.</p> <p>5K      Gymnastics/Netball  5P      Basketball/Football  5H      Dance/Tag Rugby</p>
<p>Computing</p> 	<p>In computing, children will continue their learning about online safety. We will also focus on vector drawing, creating images in a drawing by using layers and grouped objects.</p>
<p>RE/PSHE</p> 	<p><b>PSHE:</b> Children will look at understanding worries and developing strategies to address worries. They will then move on to focus on Dreams and Goals. They will consider their dream lifestyle and explore jobs and careers, considering the concept of salaries and earnings. They will also explore how location affects types of work and explore the dreams and aspirations of those from various cultures and places around the world.</p> <p><b>RE:</b> Children will focus on the importance of being <b>open, honest and truthful</b>. In the second topic this term, the focus is on the value of taking time to be <b>'silent and attentive'</b>. It gives value to advantages of making time to be peaceful and quiet and how this gives us time to be reflective and thoughtful. As well as this, we look at how many religions give value to quiet and reflective time.</p>
<p>Music</p> 	<p>In music, the children will have the pleasure of being taught <b>singing</b> by the glorious Mrs Mapp! We will be learning to perform in solo and ensemble contexts, using our voices with increasing accuracy, fluency, control and expression</p>
<p>Art/DT</p> 	<p><u><a href="#">Line, Light and Shadows</a></u></p> <p>This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</p>

Nature's Art

This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.

Eat the Seasons

This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.



**Suggested  
reading list**



Other information

**PE Kit**

For safety reasons, it is essential your child comes to school in correct and safe PE kit.

**Plain T-Shirt**

**Shorts, tracksuit trousers or leggings**

**Trainers (not pumps)**



Your child may wear a tracksuit/jogging bottoms over their PE kit if they wish.

**Supporting your child at home**

Read, read, then read some more! Research show that reading regularly is the best homework you can do. If your child brings a reading book home, please support them to read it- even. Better, spend 10 minutes a day reading with them.

