

## Year 5 Learning Overview – Spring Term 1

<b>English</b>	<p><b>Text: Journey to the River Sea</b></p> <p><b>Outcomes:</b> Diary writing, Informal and Persuasive letter writing, Newspaper writing and Adventure Story writing.</p> <p><b>Skills:</b> Determiners, Relative Clauses, Adverbs of possibility, Adverbs and sentence adverbs, Standard English and double negatives.</p> <p>Point Evidence Explain techniques for comprehension work.</p>
<b>Maths</b>	<p><b>Fractions</b></p> <p>Equivalent Fractions</p> <p>Comparing and ordering fractions</p> <p>Converting between mixed numbers and improper fractions</p> <p>Adding and subtracting mixed fractions</p> <p>Finding quantities of an amount</p> <p>Multiplying fractions by an integer</p> <p>Multiplying fractions by fractions</p> <p>Dividing fractions by integers</p> <p>Position in the 4 Quadrants</p> <p>Reflection</p> <p>Translation</p>
<b>Science</b>	<p><b>Adaptation and Habitats</b></p> <p>To find out what habitats are</p> <p>To understand how animals and plants are suited to their habitats</p> <p>To understand what adaptations are and the theories as to why this occurs</p>
<b>Drama</b>	Speech and Language work – ESB prep.
<b>Spanish</b>	<p>-Introduction of grammar (present tense verbs)</p> <p>-Siblings</p> <p>-Heritage background</p> <p>-Hispanic world research project</p>
<b>Food Tech</b>	<p>Looking at different types of biscuits in UK</p> <p>Tasting and making biscuits</p> <p>Chinese New Year food</p> <p><b>Skills:</b> rubbing in, rolling, creaming, mixing, washing and cleaning.</p> <p>Analysing food tasting with good sensory verbs.</p>
<b>Humanities</b>	<p><b>Rivers</b></p> <p>The Water Cycle</p> <p>Formation of rivers</p> <p>Physical features of a river</p> <p>River transportation</p>
<b>Computing</b>	<p><b>Creating and writing a class blog</b></p> <p>Become familiar with blogs as a medium and a genre of writing</p> <p>Create a sequence of blog posts on a theme</p> <p>Incorporate additional media</p> <p>Comment on the posts of others</p> <p><b>E-Safety</b></p> <p>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable/unacceptable behaviour</p> <p>Identify a range of ways to report concerns about content and contact</p>

<b>Art</b>	<p>Students will be studying the human form in motion and creating a dynamic painting of a sports person. They will learn how to mix a variety of tones in order to make their chosen character to appear three dimensional. We will be entering an ISA Art Competition to design the cover of its 2022 sports magazine. Student's need to make an artwork showing one of the following sporting areas:</p> <p>- Athletics - Triathlon - Tennis - Football - Hockey - Netball - Cross Country</p> <p>The artwork needs to be portrait (not landscape), with no words (The ISA will add the words).</p> <p>We have already spoken about dynamic compositions, but student can have a look at last year's winning entries for inspiration here:</p> <p><a href="https://www.isaschools.org.uk/arts/cover-design-competition">https://www.isaschools.org.uk/arts/cover-design-competition</a></p>
<b>Music</b>	<p>Pupils will have an introduction to music from the Caribbean and learn about its cultural context.</p> <p>Pupils will sing songs from the Caribbean and will compose various styles of Caribbean music.</p>
<b>PE</b>	<p><b>Hockey</b></p> <p>Change into appropriate kit quickly e.g. shin pads, mouth guard</p> <p>Review and further develop:</p> <p>Safety e.g. not swinging the stick</p> <p>Skills: correct grip, stance/body position e.g. knee bent, ball carrying: open &amp; reverse stick, changing direction, 3D skills (where appropriate), stopping the ball in a variety of ways, push passing, block tackling, jab tackling</p> <p>Introduction to GK</p> <p><b>Cross Country</b></p> <p>Review 'in school' cross country route</p> <p>Learn (by jogging) small sections of the 'out of school' cross country route in preparation for House Cross Country</p> <p>Increase stamina and cardiovascular fitness by taking part in varied training: continuous and interval</p> <p>Be able to work at their own pace continuously over distances without stopping</p> <p>Demonstrate a sprint finish</p> <p><b>Swimming</b></p> <p>Reinforce the importance of lane etiquette</p> <p>Continue to develop good technique across the 4 strokes</p> <p>Introduce swimming for fitness</p> <p>Focus on diving</p> <p>Continue to condition for sprint and distance swims. Using aerobic and anaerobic systems.</p>
<b>RE</b>	<p><b>Islam</b></p> <p>Islamic teachings/belief and practices</p> <p>5 pillars of Islam</p> <p>The life of the Prophet Muhammed</p> <p>Prayer</p> <p>The Qur'an</p>
<b>PSHE</b>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Protecting the environment; compassion towards others</p> <p>How information online is targeted; different media types, their role and Impact</p> <p>Workshops on Online Resilience, Intolerance and identity and community</p>