Year 5 Spring Term

As **readers** and **writers** we will:

- read and discuss a variety of fiction, poetry, plays and non-fiction texts.
- make comparisons between books.
- draw inferences about characters' feelings, thoughts and motives for their actions.
- express our opinions about our own reading, and justify with evidence from the text.
- understand how grammar and vocabulary choices can change and enhance meaning.
- integrate description, action and dialogue to convey character and plot.
- suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- organise writing into paragraphs to show different information or events.
- Continue to use a variety of sentence starters to highlight the main idea.

As **scientists** we will:

- plan different types of enquiry.
- record data and results using scientific diagrams and labels, classification keys, tables bar and line graphs.
- compare and group together everyday materials
- know that some materials dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- understand that dissolving, mixing and changes of state are reversible changes.
- describe the movement of the earth, and other planets, relative to the Sun in the solar system.
- use the Earth's rotation to describe day and night and the apparent movement of the sun across the sky.

Our Big Questions

Marvellous Mayans: How different were their lives compared to ours today?

This question is based on our history topic of the Mayans, where children will learn all about what it was like to be a Mayan, as well as investigating food, life style, housing and clothes.

Fairtrade — Why bother?

This question will be discussed through our exploration of fairtrade and also through our study of economic activity.

As **historians** we will:

- to understand where the Mayan civilisation lies chronologically compared to other historical periods.
- investigate and learn from key artefacts linked to this period.
- compare two or more historical periods; explaining things which changed and things which stayed the same.
- draw comparisons to our own lives and that of the Mayans.

As **mathematicians** we will:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- round any number, including decimals.
- add and subtract whole numbers with more than 4 digits, including using formal written methods.
- add three numbers with 5-digits.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- use rounding to add together mentally any 2, or 3-digit numbers. E.g. 398+449= 400+450-3=847
- multiply any number with up to 5 digits by 10, 100 and 1000.
- divide any number with up to 5 digits by 10, 100 and 1000.
- recognise and use square numbers and cube numbers and begin to use the correct notation for each.
- convert between different units of metric measurement e.g Kilometre and metre, centimetre and metre etc.
- develop greater understanding of angles, identifying, measuring and drawing.
- use our knowledge of angles to solve problems.
- measure and calculate the perimeter of rectilinear shapes in centimetres and metres.
- know that the area of a square or rectangle is measured in cm^2 or m^2..
- know that the area of a square is measured by multiplying the length of a side by itself.
- know that the area of a rectangle is measured by multiplying the length of the longer side by the shorter.
- compare information on line graphs and answer questions.
- solve difference and sum problems using information on line graphs to answer questions.
- construct tables to record information.
- know what a pie chart is, and read information from pie charts.

As **artists** we will:

- study the medium of sculpture, linked to our work in book week.
- study the work of George Segal and use his work to replicate a style.
- evaluate our own, and others work, suggesting ways of improving technique.

As **SpaG Collectors** we will:

- Understand and use the terminology of relative clauses, and use relative pronouns-who, whose, where, which and when to add a relative clause.
- Continue to use commas, dashes and brackets to show parenthesis.
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use commas to clarify meaning or avoid ambiguity.

As **computer users** we will:

Be game developers -

- Combine sequences of instructions and procedures.
- Design algorithms to create a game.
- Understand how to use technology safely and responsibly, communicating and collaborating with others.

Be artists-

- Create tessellations using a range of graphics software, linked to our study of signs and symbols in RE.

Don't forget that you can keep up to date with any changes on Frog!

As **designers** we will:

- research and evaluate existing products.
- produce detailed step by step plans.
- understand how to be both hygienic and safe in the kitchen
- practice chopping, mixing and combining skills to make soup.

As **linguists** we will:

- develop the use of written sentences, including the use of adjectives that proceed the noun.

As **sportspeople** we will:

- make complex and extended sequences in gymnastics using the floor and apparatus.
- combine action, balance and shape.
- follow a map of our school grounds to complete challenges.
- develop team-building and communication skills to solve a range of challenges involving orienteering.
- develop skills of accuracy and coordination

As **musicians** we will:

- Listen and evaluate a range of Mayan music, learning about key instruments from this period.
- record and appraise our own compositions.
- explore the famous 'Planets' suite by Holst, linking this to our learning in Science about the Solar System.
- compose our own futuristic pieces.