

## 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.
- Develop our dictation and transcription skills

## 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.
- 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.
- Be able to explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and falling object.
- Identify the effects of air resistance, water resistance and friction.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



Year 5 Spring Term  
2025

## Our Big Questions

### The Amazing Unknown - Is there a world beyond ours?

This question is based on our science topic. We will be learning about the Solar System and this will be greatly enhanced by our trip to the Space Centre.

### Fairtrade — Why bother?

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

## Useful Websites:

[www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

Your child has a login for this website. It contains a wealth of information and activities to support every area of the curriculum.

[www.topmarks.co.uk](http://www.topmarks.co.uk) (Hit the Button, bingo, fractions of amounts)

A great website to support maths.

<https://play.ttrockstars.com/>

For times table practice. Your child has been given their own login.

## 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.
- Understand 24 hour digital time and use this to solve problems involving time.
- Compare information on line graphs and answer questions.
- Solve difference and sum problems using information on line graphs to answer questions.
- Solve problems reading and understanding timetables.
- Construct tables to record information.
- Know what a pie chart is, and read information from pie charts.
- Multiply fractions and mixed numbers by whole numbers.
- Identify, name and describe 2D and 3D shapes.
- Use knowledge of the properties of shape to solve problems.

## As artists we will:

- Study the medium of sculpture, linked to our Mayan topic
- Study the hand building, slab building and the coiling techniques
- 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.
- Understand, identify and use modal verbs to indicate a degree of possibility

## 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 responsible & safe users of technology

- Revise and extend our understanding of online safety
- Understand the need for secure passwords
- Explore how images can be digitally altered and discuss the advantages and disadvantages of it
- Learn how to search responsibly and reliably

## As linguists we will:

- Develop the use of written sentences, including the use of adjectives that precede the noun.
- Know the terms for food items and incorporate opinions when asking questions.

## As musicians we will:

- Explore the famous 'Planets' suite by Holst, linking this to our learning in Science about the Solar System.
- Compose our own futuristic pieces.
- Record and appraise our own compositions.
- Learn to play the recorder, understanding some musical notation.

## As sportspeople we will:

- Make complex and extended sequences in gymnastics using apparatus.
- Combine action, balance and shape
- Field and use tactics for defending and attacking in basketballers
- Create a futuristic dance linked to our topic of space
- receive a pass with control, use different pass techniques Moving forward to meet ball will help you keep possession and make you more aware of the space around you

## As designers we will:

- Learn about different mechanisms and how they affect movement in order to make a moving toy
- Research and evaluate existing products to support our initial ideas and plans
- Produce detailed step by step plans that meet the needs of the design brief
- Evaluate our progress and final report.

## As geographers we will:

### Fairtrade

- Learn about fairtrade and economic activity.
- Make comparisons between a developing and developed country.
- Develop a greater understanding and appreciation of how communities benefit from fairtrade cooperatives.