Year 5 – Spring 2 Curriculum: Earth Science

Mathematics:

- To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- To round decimals with two decimal places to the nearest whole number and to one decimal place.
- To read, write, order and compare numbers with up to three decimal places.
- To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- To solve problems involving numbers up to three decimal places.
- To use all four operations to solve problems involving measures (length, mass, volume, money) using decimal notation, including scaling.
- To recognise the percent symbol and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with the denominator 100, and as a decimal.
- To solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.
- To identify prime numbers and composite numbers.
- To know and use the vocabulary of prime numbers, prime factors and composite factors.

English:

- To explore and understand the importance of poetry as a genre.
- To know how to listen and respond to a wide range of poems from a single poet collection.
- To understand that poems are written for different reasons.
- To interpret poems for performance.
- To gain and maintain the interest of the listener through effective performance of poems.
- To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.
- To recognise figurative language in poetry and interpret its effect on the reader.
- To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader.
- To appreciate why stories are memorable and characters exciting.
- To consider how particular situations make individuals behave as they do.
- To explore dilemmas, empathising with characters.
- To learn about the differences between information and fiction texts.
- To produce a range of writing to respond to text through role play and dramatisation.
- To identify and use features of a non-chronological report.
- To proof read and edit writing.
- To review past, present and future tense.
- To use the perfect form of verbs to mark relationships of time and cause.

Science:

- To describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- To describe the life process of reproduction in some plants and animals.

Computing:

- To recognise acceptable/unacceptable behaviour when using technology.
- To identify a range of ways to report concerns about content and contact.
- To use technology safely, respectfully and responsibly.
- To touch type accurately and at speed.
- To understand which everyday objects use control features to make them operate.
- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- To write a Flowol program, including variables, to control a mimic.

Geography:

- To describe and understand key aspects of human geography including: type of settlement, land use and distribution of natural resources including energy, food, minerals and water.
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

Religious Education:

- To describe using religious vocabulary.
- To express own questions and apply their own ideas to beliefs about resurrection, sacrifice, hope and life after death.
- To reflect on what is worth celebrating.
- To describe how the life changing experiences of individuals impact on others.

- To describe how religious stories sometimes have messages.

<u>Physical Education:</u>

<u>Hockey:</u>

- To develop dribbling skills.
- To become more accurate with passing and receiving skills.
- To practise a range of skills for changing direction.
- To choose, combine and perform skills fluently and effectively in tasks/games.
- To understand and apply a range of tactics and strategies for attacking as part of a team.

<u>Orienteering:</u>

- To develop and refine orienteering skills when working in pairs/groups.
- To decide what approach to use to meet the challenge set.
- To work safely and efficiently.
- To improve their performance by changing and adapting their approaches as needed.
- To adapt their skills and understanding as they move from unfamiliar and familiar environments.
- To develop problem solving skills.

<u>D&T</u>

- To design a playground with a variety of structures.
- To build a range of structures.
- To improve and add detail to structures.
- To create surrounding landscape.

<u>Music</u>

- To develop an awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support.
- To play a simple rhythm using crotchets, quavers and crotchet rests.
- To combine skills practised in a duet.

<u>PSHE</u>

- To explore their identity and that of other people and how other people's perceptions can influence views of identity.
- To understand aspects of the ethnic makeup of the local community and the national context.
- To recognise the negative effects of stereotyping and prejudice.
- To recognise the different communities they belong to and to explore the contribution they and others make to their community.
- To understand the role of volunteers and voluntary organisations.
- To know about the role of the media and understand how it can influence them and their community.
- To understand some ways of caring for the environment and the contribution they can make.

<u>British Values</u>

We will continue to focus on the rule of law this half term. We will be focusing on how rules protect us and influence our behaviour through PSHE.