



YEAR 5

CURRICULUM LEAFLET

EXPLORE—SPRING 1

Global Goals: 1 & 13



READING

Children will begin to read *Trash* by Andy Mulligan in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

Using the film and text of Shaun Tan's *The Lost Thing*, children initially engage with the themes of the story and make predictions about its content. This then leads to a series of innovations upon the story structure and children create their own 'lost things', creating a story plan.

Using the text *Anne Frank* by Josephine Poole and Angela Barrett. As the sequences progresses, they will have opportunities to write extended diaries. The final pieces of extended writing will be an obituary, a newspaper report and an opinion piece.



MATHS

Fractions and decimals:

- Interpreting fractions in different ways
- Understanding equivalent fractions
- Connecting fractions and decimals
- Understanding mixed numbers and improper fractions
- Exploring numbers with up to three decimal places
- Solving problems with fractions.

Angles:

- Developing understanding of angles
- Using a protractor
- Exploring angle facts
- Investigating angles

RE/ PSHE

RE:

We will be exploring the question *'How do people of different faiths demonstrate commitment and sacrifice?'*

PSHE: Safety and the changing body

We will be learning about online friendships, how to stay safe online, physical and emotional changes during puberty, first aid (bleeding), alcohol, drugs and tobacco (making decisions)

PE/ SPANISH

Our First Kicks sports coaches will be teaching PE every Tuesday. The children will be developing their Netball skills.

The children will also have a separate PE lesson on Monday where we will be going for swimming.

Please ensure children wear their PE kits on those days.



COMPUTING/MUSIC

Computing: Search engines

- To understand what a search engine is and how to use it
- To be aware that not everything online is true
- To search effectively
- To create an informative poster
- To understand how search engines work



Music: Make you feel my love

Focus song: Make You Feel My Love
Vocal skills
Playing instruments



ART/ DT

Art : Sculpture & 3D

Pupils will be identifying and comparing features of art installations; investigating the effect of space and scale when creating 3D art; problem-solving when constructing 3D artworks; planning an installation that communicates an idea and developing ideas into a finished piece.



DT: Structures: Bridges

Pupils will be exploring how to reinforce a beam (structure) to improve its strength; building a spaghetti truss bridge; building a wooden truss bridge; completing, reinforcing and evaluating their truss bridge.





YEAR 5

GEOGRAPHY

SPRING 1

SLUMS

PRIOR KNOWLEDGE

Previously in Year 1:

- **Who lives here?**—Looking at different homes around the world

Previously in Year 3:

- **Villages, Towns and Cities**—Where are the world's people?

Previously in Year 4:

- **Migration**—How does migration affect people and places? Use data to complete a graph about the employment rate.

NEW KNOWLEDGE

During this unit, I will learn:

- What is a slum?
- Why do slums develop?
- How are Rochinha and Dharavi similar and different?
- What challenges do people face living in slums?
- How can life in the slums be improved?
- How can crime be tackled in slums?

KEY IDEAS AND VOCABULARY

Slum	An informal, densely populated and usually illegal settlement that is inhabited (lived in) by the urban poor.
Settlement	A place where people establish (set up) a community.
Densely populated	Many people living in an area, crowded.
Inhabitant	A person who lives in an area.
Urbanisation	The process whereby an increasing proportion of people live in towns and cities.
Urban	Towns and cities
Rural	Countryside
Migration	The movement of people (or animals) from one place to another.
Push factors	Negative factors that encourage people to leave a particular place.
Pull factors	Positive factors that attract people to a particular place.
Services	A system provided for people, such as transport, education, internet, electricity.
Inequality	Difference or inconsistency
Quality of life	The level of overall wellbeing of an individual, community or a country. It is made up of many factors, including wealth, health, rights and education.
Standard of living	The level of wealth and material goods that an individual, community or country has access to. This is a numerical value, usually measured in US dollars.

FUTURE KNOWLEDGE

Later in Year 5:

- **History: Middle East**
- **Geography: Energy and Sustainability**—What is sustainability?

Later in Year 6:

- **History: Industrial Revolution**—The nature of the class system. How did living conditions change during the Industrial Revolution?
- **History: Twentieth Century Conflicts** - The global economic disaster in 1929.
- **Geography: Population** - What challenges can a growing population present?
- **Globalisation**—How has globalisation changed the way we communicate? Where will globalisation lead us?

GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit, I will learn:

Human and physical geography

- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

The World's Five Largest Slums

It is estimated that between 900 million and 1.6 billion people live in slums around the world.

Orangi Town (Karachi, Pakistan)	2.4 million
Neza (Mexico City, Mexico)	1.2 million
Dharavi (Mumbai, India)	1 million
Kibera (Nairobi, Kenya)	700 thousand
Khayelitsha (Cape Town, South Africa)	400 thousand



YEAR 5

SCIENCE

SPRING 1

MAGNETISM

PRIOR KNOWLEDGE

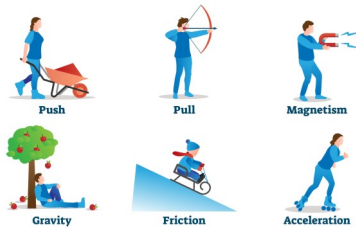
Previously in Year 3:

- Forces**—Describe how a magnetic force may lead to attraction or repulsion

Previously in Year 4:

- Space**— Explain what gravity is

FORCE AND MOTION



FUTURE KNOWLEDGE

Later in Year 5:

- Electrical Circuits** —What is static electricity? Explain how a build-up of charge leads to sparks through the air

Later in Year 6:

- Energy**—What is energy transformation? How can we calculate kinetic energy?

NEW KNOWLEDGE

During this unit, I will learn:

- What are noncontact forces?
- What are magnets?
- How does a compass work?
- How can we see a magnetic field?
- How can we tell if a material is magnetic or not?
- What are some uses of magnetic materials?

SCIENTIFIC ENQUIRY

During years 5, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Experiment different forces to find out if it is a contact and non-contact force
- Use bar magnets to investigate how magnetic force act and the strength of magnets
- Take accurate measurements using scientific equipment (compass) to find different compass points
- Use iron filings to show a magnetic field and record results in a labelled diagram
- Watch video to see how 'magnetofluid' can be used to see field lines in 3 dimensions. Share findings orally



KEY IDEAS AND VOCABULARY

Magnetism is a **non-contact force**.

The force of magnets, called magnetism, is a basic force of nature, like electricity and gravity. Magnetism works over a distance.

This means that a magnet does not have to be touching an object to pull it.

A bar magnet is a permanent magnet. It has a **north pole** and a **south pole**.

Like poles **repel**. This means that the two poles push each other away.



Opposite poles **attract**. This means that the invisible magnetic force between the magnets pulls the poles towards each other.

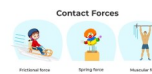


Forces



Are a push or a pull on an object.

Contact forces



Act between two objects that are touching each other.

Non-contact forces



Act between two objects that are not touching each other

Magnetic Fields



Magnetic Fields - the field of a force is an area in which an invisible force will act

Magnet



Magnets are objects that attract or repel other magnetic objects or materials.

Electromagnet



An electromagnet is a magnet that can be switched on and switched off.

Compass



An instrument containing a magnetized pointer which shows the direction of magnetic north.