



YEAR 5

CURRICULUM LEAFLET

EXPLORE—SPRING 1

SLUMS



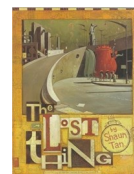
READING

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. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own 'lost things', creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.



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: Sikhism

We will be learning about Sikhism, by answering the question 'What are some of the beliefs and values of Sikhism?'



PSHE: Health and Wellbeing

We will be learning about physical, mental and emotional wellbeing.



PE

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

The children will also have a separate PE lesson on Thursday where we will be learning about dance.

Please ensure children wear their PE kits on that day.



COMPUTING

Unit 5.4 - Databases

- To learn how to search for information in a database.
- To contribute to a class database.
- To create a database around a chosen topic.
- To create a database around a chosen topic.



ART/ DT

Art : Every picture tells a story

Looking at the meaning behind art, children analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside.

DT: Stuffed Toys

Creating their own stuffed toy is a really fun project as children can bring their drawings to life and can make them as challenging or as simple as they choose. Not only does this topic give them the chance to apply skills they have learned in previous topics, it also introduces them to a new stitch – blanket stitch.

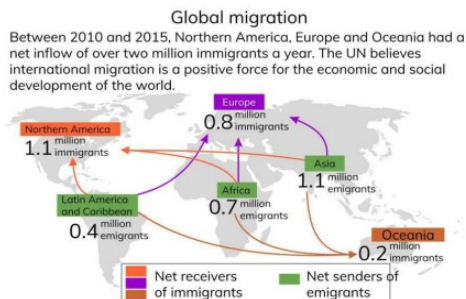


PRIOR KNOWLEDGE

- **Who lives here?**—Looking at different homes around the world (Y1)
- **Villages, Towns and Cities**—Where are the world’s people? (Y3)
- **Migration**—How does migration affect people and places? (Y4)

SKILLS YOU ALREADY HAVE

- Label 7 continents on a map (Y4)
- To review and analyse maps (Y4)
- Use data to complete a graph about the employment rate (Y4)



Vocabulary

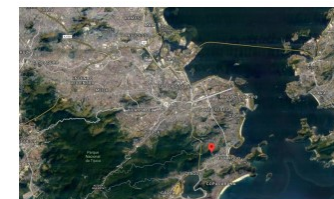
Slum	An informal, densely populated and usually illegal settlement that is inhabited (lived in) by the urban poor.
Settlement	A place where people establish (set up) a community.
Densely populated	Many people living in an area, crowded.
Inhabitant	A person who lives in an area.
Urbanisation	The process 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.

NEW GEOGRAPHY KNOWLEDGE

- 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?

NEW GEOGRAPHY SKILLS

- To use Google maps to locate
- To read and interpret a map
- To read a graph and interpret data
- To identify population density on a map





PRIOR KNOWLEDGE

- **Forces**—Describe how a magnetic force may lead to attraction or repulsion (Y3)
- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles (Y4)
- **Space**— Explain what gravity is (Y4)

NEW SCIENCE KNOWLEDGE

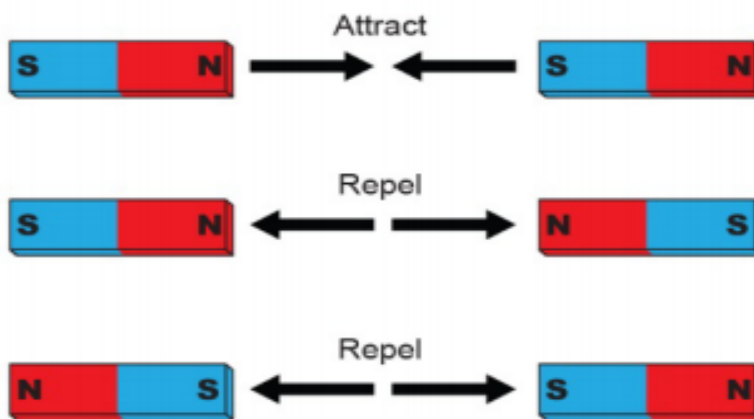
Vocabulary

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

Magnet

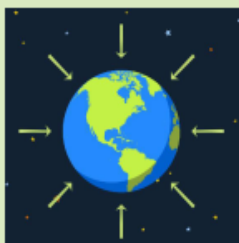
Magnets are objects that attract or repel other magnetic objects or materials.

Examples of magnetic materials include Steel, Iron, Cobalt and Nickel.



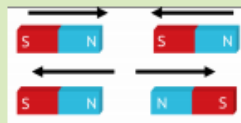
Non - contact forces

Gravitational force acts between any object and earth



All objects are attracted to the earth which means they are pulled down to its surface

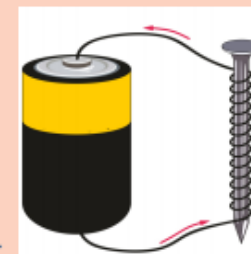
Magnetic forces act between two magnets (when they attract OR repel) or a magnet and a magnetic material (when they attract).



Iron, Steel and Nickel are examples of magnetic materials

Electromagnet

An electromagnet is a magnet that can be switched on and switched off. It is made from a power source (like a battery), wire and a piece of iron.



Electromagnets are used in electronic locks, scrapyards cranes and in electric motors.

Magnetic Fields

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

Magnetic field diagram - this shows a map of how the magnetic force will act in different places around a magnet.

It can be mapped out by:

- Using iron filings on paper above the magnet
- Placing a compass in a range of positions around the magnet

