

Year 5 Spring 2

What we will be learning this half term.



READING	<i>How to help at home</i>
<i>Pupils will evaluate how authors use figurative language whilst considering the impact on the reader. They will retrieve information from non-fiction and fiction texts to support their answers. Pupils will explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. Pupils will learn to manage shifts between levels of formality through selecting vocabulary precisely and by managing grammatical structures.</i>	<i>Encourage your child to read widely within a range of genres.</i> <i>Ensure your child regularly logs in to Reading Eggspress at home. Tasks will be set by the class teacher throughout the half term.</i>
WRITING	<i>How to help at home</i>
<i>Pupils will cover a range of writing genres including letters, character descriptions and story continuations. They will also get the opportunity to research various themes and ideas created in the class text to then share with the rest of the class.</i> <i>Pupils will begin to use relative clauses, parenthesis and a wider range of punctuation in their writing. They will become more confident in adding more compound and complex sentences. Pupils will ensure the correct subject and verb agreement when using singular and plural and begin to include humour, surprise. Pupils will use devices to build cohesion, including adverbials of time and place. Pupils will start using commas to clarify meaning or avoid ambiguity in their writing.</i> <i>Pupils' writing will continue to be based on the text '<u>Oranges In No Man's Land</u>' which is written by Elizabeth Laird. We will finish the text this half term.</i> <i>They will be covering: Dictation tasks quickly and accurately Active and Passive Voice; Spelling patterns and rules; Relative clauses and pronouns; Irregular plurals; Apostrophes for plurals and possession; Homonyms; Similes and metaphors and personification; Synonyms</i>	<i>Encourage your child to read and understand different characters' viewpoints, inferring their feelings.</i> <i>Practise writing in paragraphs and land include some of the listed grammar opposite.</i>
MATHEMATICS	<i>How to help at home</i>
<i>This half term pupils will learn about:</i> <ul style="list-style-type: none"> • Continue working on multiplication and division facts for tables up to 12x12 and using them confidently in context of a word problem • Area and Perimeter of both regular and irregular shapes • Problem solving using all 4 operations • Convert between different units of metric measure (kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Converting between fractions, decimals and percentages • Multiplying and dividing decimal numbers • Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks 	<i>Practise times tables regularly with your child (use Rockstars or Mathsframe).</i> <i>Give your child worded problems to solve both orally in written</i> <i>Ask them to tell and show you what they have learnt daily.</i>

SCIENCE	<i>How to help at home</i>
<ul style="list-style-type: none"> • <i>The focus this half term is based on the topic of Earth and Space. Pupils will describe the movement of the Earth and other planets, relative to the Sun in the solar system. They will also describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies.</i> • <i>Pupils will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Pupils will be introduced to a model of the Sun and Earth that enables them to explain day and night.</i> • <i>Pupils will learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</i> • <i>Finally pupils will find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</i> 	<p><i>Ask your child what they have been learning.</i></p> <p><i>Support your child</i></p>
COMPUTING	
<p><i>This half term, pupils will continue to;</i></p> <ul style="list-style-type: none"> • <i>Create game simulations that use random numbers to control speed and direction</i> • <i>Use the correct programming vocabulary when talking about their program</i> • <i>Design algorithms that use random number operators</i> • <i>Detect and correct errors in algorithms (debugging)</i> • <i>Use logical reasoning to predict outputs, showing an awareness of inputs</i> • <i>Recognise that different solutions exist for the same problem</i> 	<p><i>Ask your child what they have been learning.</i></p>

HUMANITIES		
<p><u><i>Geography</i></u> <i>Pupils will study Antarctica and use photographic evidence to raise questions about the climate and living conditions there. They will make assumptions based on images/videos/Google Earth searches about life there and the animals, which may survive in those conditions.</i></p> <p><i>Pupils will develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet. Pupils will identify the different climate zone and ask questions and find out what affects the climate. They will also find out about the causes of global warming and research the implications.</i></p>		
MUSIC	RE	PSHE
<p><u><i>Singing</i></u> <i>Pupils will continue to sing songs in different languages. Pupils will find rhythm patterns in well-known songs.</i></p> <p><u><i>Instruments</i></u> <i>Pupils will continue to practise strumming chords on the</i></p>	<p><i>Pupils will understand the founder of Sikhism and how Guru Nanak is seen as a guru and what this means. They will learn some teachings of the two Gurus, ask questions about the meaning of life and think about how they relate to their own lives. Pupils will know the</i></p>	<p><i>Pupils will know the health risks of smoking and will be able to explain how tobacco affects the lungs, the liver and heart.</i></p> <p><i>Pupils will know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and the heart.</i></p>

<p><i>ukulele and to know how to play a greater range of notes on the recorder</i></p> <p><i>Pupils will perform on recorders and ukuleles with growing confidence.</i></p>	<p><i>details concerning the lives of Guru Nanak and Guru Gobind Singh and the changes in Sikhism brought about by Guru Gobind Singh. Pupils will explore the teachings of Guru Gobind Singh and the decision to celebrate the Sikh Holy book as a Guru and why.</i></p>	<p><i>Pupils will know how to get help in emergency situations.</i></p> <p><i>They will understand how the media and celebrity culture promotes certain body types.</i></p> <p><i>Pupils know what makes a healthy lifestyle including healthy eating</i></p>
<p>ART & DT</p>		<p>PE</p>
<p><u>DT</u></p> <p><i>This term, pupils will understand which foods are reared, caught, or grown and that this happens in the UK and across the globe. Pupils will learn that sometimes raw ingredients need to be processed before they can be used in foods. They will understand that recipes can be adapted to change the appearance, taste and aroma of a dish. Pupils will plan their recipes for their target audience and finally, evaluate their plate proving that it is healthy.</i></p>	<p><u>Swimming:</u></p> <p><i>Pupils will continue to swim competently, confidently and proficiently over 25 metres or more using a range of strokes effectively (e.g. front crawl, backstroke, side stroke)</i></p> <p><i>They will learn to perform safe self-rescue in different water-based situations.</i></p> <p><u>Orienteering:</u></p> <p><u>Trails</u></p> <ul style="list-style-type: none"> • <i>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</i> • <i>Design an orienteering course that can be followed and offers some challenge to others.</i> • <i>Begin to use navigation equipment to orientate around a trail.</i> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • <i>Use clear communication to effectively complete a particular role in a team.</i> • <i>Complete orienteering activities both as part of a team and independently.</i> • <i>Identify a key on a map and begin to use the information in activities.</i> <p><u>Communication</u></p> <ul style="list-style-type: none"> • <i>Communicate clearly and effectively with others.</i> • <i>Work effectively as part of a team.</i> • <i>Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</i> 	