

Curriculum Newsletter

Year Five – Spring Term Two



Core Subjects	<u>English</u>	<u>Maths</u>	<u>Science</u>
	<p>Writing: The children are reading a story called Beetle Boy by M G Leonard. Using this story, children will research and plan an information text and draft and write a formal letter.</p> <p>Reading: We continue to focus on a variety of reading skills, retrieval, summary, predication, inference, vocabulary.</p>	<p>This term, the children are exploring different types of graphs, including line graphs and time graphs. They are also developing real-life skills by learning to interpret bus and train timetables.</p> <p>They will look at finding the perimeter of rectilinear shape, along with finding the missing value. They will learn to find the area of regular and irregular shapes. Pupils will learn about volume and capacity using a variety of real life objects. We end the unit of work by learning about both imperial and metric units of measure and learning how to convert between measurements.</p>	<p>Topic – Electric Art</p> <p>Content</p> <ol style="list-style-type: none"> 1. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches 3. use recognised symbols when representing a simple circuit in a diagram <p>This unit will show pupils working scientifically through a range of outcomes which include: planning scientific enquiries, taking measurements, recording results using diagrams and labels, using test results to make further predications, set up fair tests and reporting or presenting from enquires to include writing conclusions.</p>

Non- Core Subjects	<u>Project: Hatfield House – History, Geography and Design & Technology</u>	<u>Computing</u>	<u>Physical Education (PE)</u>
	<p style="text-align: center;">Key Concept Question: Why is Hatfield House special?</p> <p>History - The aim of this project is to develop children’s knowledge about local history with a focus on Hatfield House. Learners will use the skill of application to answer the Key Concept Question by writing a story set in the rooms of Hatfield House. This unit encourages pupils make references to architecture and make connections with prior learning on the Tudors and WW1 to inspire their stories.</p> <p>Geography - The aim of this project is to develop children’s fieldwork skills by using compass directions to find places on Hatfield House map and floor plan. The children will use the skill of application to answer the Key Concept Question by making fieldwork sketches on their visit to Hatfield House. This unit encourages pupils to explore the grounds, using compass directions, for landmarks such as the oak tree where Queen Elizabeth I was informed that she would be queen. They will explore key rooms on the floor plan.</p> <p>Design & Technology - The aim of this project is to sew by-hand two floral fabric squares together to make a cushion cover. Learners apply their knowledge from the Key Concept Question to apply a Jacobean design by choosing fabric and stitching beads to make a design. They will sew buttons on the open side of the cushion.</p>	<p style="text-align: center;">Data and information – Flat-file databases:</p> <p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>	<p style="text-align: center;">Outdoor: Basketball</p> <p>This unit of work will change pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity.</p> <p style="text-align: center;">Indoor: Dance: The Circus</p> <p>This unit of work will change pupils to bring together the different characters and performers that would have performed in the 19th century ((1850) circus. The children will perform a circus routine as part of a group.</p>

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Religious Education (RE): Judaism and Buddhism Forgiveness

This unit on forgiveness will explore what is meant by forgiveness and the role forgiveness plays in world religions. Children will learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur. Children will also develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. They will use their knowledge of the beliefs held by Jewish people and Buddhists to help them draw comparisons regarding views on forgiveness. Children will explore the feelings involved when people forgive and are forgiven, through a drama activity. They will use their understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this.

Spanish

Pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.

Music

This is a six-week Unit of Work. All the learning in this unit is focused around one song:

The Fresh Prince Of Bel Air

The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Personal, Social & Health Education (PSHE) Relationships and Sex Education (RSE)

Money Matters

We delve into the relationship between money and society and the topics we include:

- Looking after Money
- Consumers
- Value for Money
- Budgeting
- Borrowing and Saving
- Money Across the World