



Wellington
PREP SCHOOL

Year 5 Curriculum Planning

Spring Term

Enclosed you will find a brief summary of this term's curriculum planning for your child. The aim is to inform parents about the work your child is likely to undertake in different subject areas in the coming term. We hope you will find the information interesting and useful in supporting your child's learning at home. However, it is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

Please feel free to discuss any aspect of these planning notes with the appropriate teacher.

ENGLISH

Reading

- Frequent independent reading
- Group guided reading sessions
- School reading challenge

Writing

- Poetry
- Narrative and dialogue
- Information retrieval and writing (Caribbean Project)

Comprehension

- Activities linked to guided reading

Spelling, Grammar and Punctuation

- Individualised weekly spelling tests (focusing on particular blends and patterns)
- Sentence punctuation
- Direct and reported speech
- Apostrophes
- Use of relative clauses to provide extra information

Handwriting linked with spellings.

Spoken language

Weekly opportunities to discuss topical subjects, share ideas and gain confidence in using language in a greater variety of situations, for a variety of audiences and purposes. In the Spring term, this will include:

- Weekly guided reading and discussion in groups
- Performing and writing play scripts
- Public speaking in class and chapel

MATHEMATICS

The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a 'spiral' curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts.

Weekly times tables tests and daily oral, mental mathematics.

In the Spring term, the following areas are covered in depth:

- Fractions and division
- Improper fractions and mixed numbers
- Equivalent fractions
- Comparing and ordering fractions
- Making number pairs
- Adding fractions
- Subtracting fractions
- Multiplying fractions by whole numbers
- Multiplying mixed numbers
- Reading and writing decimals
- Comparing decimals
- Writing fractions as decimals
- Adding and subtracting decimals
- Rounding decimals
- Comparing quantities as percentages
- Finding percentages
- Knowing and measuring angles
- Investigating angles on a line and on a point
- Drawing lines and angles
- Investigating angles in polygons
- Solving problems involving angles

SCIENCE

The aims of the Year 5 science curriculum are as follows:

- To promote enjoyment and enthusiasm for Science
- To develop skills that will be required for the sciences in Years 6, 7 and beyond
- To encourage an awareness of safety and responsibility for others during practical work

The main topics studied in the Spring term are as follows:

Earth and Space

- Objects in our solar system and their relative movements
- How ideas about the solar system have developed over time
- Phases of the moon and its movement relative to the Earth

- Day and night and the apparent movement of the moon and sun across the sky
- Use ideas about the Earth's rotation to explain how sundials can be used to tell the time

In addition, important skills needed as scientists are embedded within our Year 5 science curriculum. For example, the pupils will learn how to make simple measurements, draw scientific diagrams, collate data in tables and present data as a bar chart, line graph or pie chart where it is appropriate. Many opportunities will be given for the pupils to investigate and explore their ideas in a practical context.

Forces:

- Drawing force diagrams and understanding gravity
- Find out how scientists such as Galileo helped to develop the theory of gravitation
- Identify the effects of air resistance
- Investigate air resistance and water resistance
- Explore the effects of friction on movement and find out how it slows or stops moving objects
- Elastic materials - stretch tests
- Mechanisms, levers, gears and pulleys

HISTORY

Archaeology

- What is archaeology?
- What is an archaeologist?
- What can archaeologists deduce and infer from artefacts?
- Why are things archaeologists find buried in the ground?
- Which methods and tools are used to excavate a site?
- How are finds logged and recorded?
- Practise excavation techniques, recording and deduction/inference skills introduced in the previous session, through a class based archaeological dig

Anglo-Saxons

- Locate the Anglo-Saxon period on a timeline
- Learn about the geographical origins, landing areas and motives behind the Anglo-Saxon invasions
- Learn about what was discovered at Sutton Hoo
- Make inferences from archaeological evidence.
- Answer questions about the finds from Sutton Hoo
- To make deductions about whom the grave commemorated
- Examine the tradition of oral storytelling in Anglo-Saxon England
- Read and discuss the story of Beowulf and its importance in English literature
- Learn about the impact of the Viking invasions
- Analyse the main events of Alfred the Great's reign and his legacy
- Learn about the Saxon reconquest of the Danelaw in the tenth century, the Viking attacks in the reign of Ethelred, the Viking kings and 1066
- Examine the fostering of learning undertaken by monks in Anglo-Saxon England
- The routine of monastic life
- Bede – when he lived and what he did

- Study the legacy of the Anglo-Saxons in Britain

GEOGRAPHY

- St. Lucia and the Caribbean
- A study of a contrasting locality
- Independent mini projects on a chosen topic

PERSONAL, SOCIAL HEALTH ECONOMIC EDUCATION (PSHEE)

PSHEE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHEE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year.

- Wellington Aces
- Life and Living Things in the Environment – Themes cover food, drugs, alcohol, tobacco and substance abuse

FRENCH

- Plants - the life cycle of a plant
- Jacques et le Haricot Magique
- Weather

COMPUTING

The children will continue to study these 5 areas of the Computing curriculum:

- Programming
- Data Handling
- Technology in Our Lives
- Multimedia
- E-Safety

Objectives this term:

- I can refine a procedure using repeat commands to improve a program
- I use logical thinking, imagination and creativity to extend a program
- I can use text, photo, sound and video editing tools to refine my work
- I can select, use and combine the appropriate technology tools to create effects that will have an impact on others
- I can discuss the importance of choosing an age-appropriate game or website

MUSIC

Caribbean Music

To link with the work in class we will spend time looking at different rhythmic styles from the Caribbean. The children will then work in groups to compose and perform their own piece of Caribbean music.

- Singing in three parts
- Reading a melody in staff notation
- Accompanying a song with tuned and untuned instruments
- Creating a performance using voices and instruments in four parts
- Exploring extended vocal techniques
- Learning about the music of an early opera
- Creating descriptive music
- Developing a performance with awareness of audience

ART

The National Gallery *Take One Picture* project will form the stimulus for the children's work this term.

Students will explore the idea of creating and experimenting with perspective taking inspiration from the *Battle of San Romano* by Paolo Uccello.

Learning about the development of perspective within painting in the Renaissance era in Florence.

Students will enjoy learning about camera obscuras and how they were used in painting and the use of these to aid perspective within painting.

They will also look at how perspective can be used in a playful way within art. Looking at the work of various artists such as Michael Craig- Martin, Rene Magritte and other surrealist artists. How some artists such as Alfred Wallis disregard perspective with a child-like quality to their work. Is perspective important?

Students will have the opportunity to use the schools DSLR cameras and studio lights to take photos and edit them in Adobe Photoshop.

This term, the children will be exploring drawing and three-dimensional media and print making.

Students will be introduced to the artist Keith Haring. With this as inspiration, each small group will produce a banner. The background of the work will focus on the technique of print.

WELLBEING

During the course of the term the children will take part in the following activities:

- Swimming
- Speed Agility Quickness (SAQ)

- Hand Eye Coordination (HEC)
- Foundational Skills
- Boxercise
- Gymnastics

GAMES

Boys' Hockey

- The basic skills will be taught, practised and improved (hitting, pushing, tackling and dribbling)
- Tactics and strategies for attack and defence will be developed
- Promoting team spirit
- Enjoyment of participation and expectations to try your best
- Fixtures will take place against other schools
- Encourage good sportsmanship

Girls' Netball

- Lessons each week focus on basic skills
- Improving ability to encourage enjoyment
- Tactics and learning the rules
- Playing together as part of a team
- Good sportswomanship
- Fixtures will take place against other schools

Cross Country

- Training and fixtures for boys and girls. The inter-house 'Lungley Dash'.

DRAMA

Improvisation

Students will be introduced to the basic skills of Drama and will take part in improvisation exercises to explore their use of dramatic techniques with the aim of developing confidence and creativity. A focus in this scheme of work will be the use of status on stage and relationships between characters.

Story-telling

During this Scheme of Work students will have the chance to practically explore a variety of different stories and plays. Students will be encouraged to develop their characterisation skills and will explore the messages to be learnt within the stories.