

Year 5
Summer Term 2021/2022 - Our Learning



Curriculum Overview - Year 5

English Reading

(Focus books for guided reading including extracts used.)

Kensuke's Kingdom by Michael Morpergo

Summary:

"I heard the wind above me in the sails. I remember thinking, this is silly, you haven't got your safety harness on, you haven't got your lifejacket on. You shouldn't be doing this . . . I was in the cold of the sea before I could even open my mouth to scream."

Lao Lao of Dragon Mountain by Margaret Bateson-Hill

Summary:

A greedy emperor demands an impossible task from Lao Lao, a peasant woman who makes beautiful shapes from paper. What does she do?

The Iron Man by Ted Hughes

Summary:

This book is often described by some as a modern day fairy tale. It tells of the unexpected arrival in England of a giant metal man who brings destruction to the countryside by eating industrial farm equipment but then he befriends a small boy and his attitude changes.

Alice's Adventures in Wonderland by Lewis Carroll

Summary:

We follow Alice in her epic journey down the rabbit hole. Meet the White Rabbit, Duchess, Mad Hatter and March Hare, Caterpillar, Cheshire Cat, Gryphon, Mock Turtle, Knave of Hearts, and of course the King and Queen.

Poems by Benjamin Zephaniah

Summary:

The British writer Benjamin Zephaniah is known for his poetry as well as novels, plays, and other works. His poetry is called "dub poetry," which means that when it is performed the words are recited over the beat of reggae music.

English Writing

Narratives: An informal letter, speeches and balanced arguments, a Japanese traditional tale and a narrative dialogue

This term we are focusing on writing an informal letter, speeches and balanced arguments linked to our work on Kensuke's Kingdom. Extending our theme about Japan we write a traditional Japanese tale and a narrative dialogue. We enjoy performing poems. Can we reproduce the style of Benjamin Zephaniah? We learn the features of each narrative and consider our audience and the purpose for the writing. For each of our writing units we follow the four stages of planning, drafting, editing and publishing. We give particular consideration to grammar, punctuation and spellings at the editing and publishing stage. Our writing links to other subject areas and we aim to be inspired to write as part of our wider studies.

All things Japanese: Art and Geography

Art

Art Strand: Portraiture. Curriculum Subject Links: Japanese Art (Manga) - Geography

We explore the history of manga and portraiture and how it allows important topics such as history, politics and social issues to be explained in simple, but entertaining terms. We explore sequential drawing and narrative through manga and graphic novels that capture the readers' attention. We create manga self portraits and explore the relationship of line, form and colour. We learn about Satoshi Tajiri, a video game designer and Ken Sugimori, video game designer, illustrator and manga artist. We produce original unique pokemon card characters, in response to similar starting points with increasing autonomy over choice and decision making.

Art Strand: World Art. Curriculum Subject Link: Japanese Art - Geography

This world art strand aims to support our culture, social and geographical understanding. This includes studying aspects of a country's heritage (Japan) and art's history (Japan). We use sketchbooks, are curious, have the urge, impulse, and desire to find out more about the historical prominence of the dragon in Japanese culture. We research the depiction of the dragon and use our sketchbook to practise and try out ideas and techniques, drawing lines, dragon shapes and forms neatly and evenly with confidence, blending tones from light to dark smoothly. We experiment with continuous line drawing of dragons from traditional Japanese dragons inspired by the artist Keisuke Teshima. We use our sketches to evolve and inform our sculpture project. We design and make a more complex 3 dimensional dragon sculpture using clay, understanding how to finish our work to a good standard. We use chromebooks to take photographs of our sculptures and reflect on their artwork and themselves as artists.

<p>Geography</p>	<p>Japan: Extreme Earth</p> <p>We explore the physical and human geography of Japan including a look at the capital city of Japan, Tokyo. We learn (through the context of Japan) about mountains and their formation, volcanoes, earthquakes and tsunamis. We learn that this area is known as the Ring of Fire due to the large number of volcanoes and the frequent occurrence of earthquakes. We study the impact that these natural phenomena have on countries and learn about how the Japanese have combated these things through technology and their society wide training. This gives us an opportunity to see how humans can affect positive change in the natural world through science and technology as well as study some of the negative impacts of human behaviour on the physical environment.</p>
<p>STEM Subjects: Mathematics, Science, Design Technology and Computing</p>	
<p>Mathematics</p>	<p>We learn about the following topics:</p> <ul style="list-style-type: none"> ● Converting units of measure ● Calculating with whole numbers and decimals ● 2D and 3D shapes ● Volume ● Problem Solving
<p>Science</p>	<p>Animals (including humans) and Living Things and their habitats</p> <p>We learn how plants and animals reproduce (not humans in Year 5). Starting with plants, we learn about the different parts of plants and how each works together for the plant to reproduce and the role insects play in this process. We investigate the life cycles of mammals, insects, amphibians and birds. We then use this knowledge to compare and contrast these life cycles. We also learn about the renowned scientist Jane Goodall and her lifetime work with chimpanzees to understand how they behave. She found out that they make tools, hunt for meat and have similar social behaviours to humans. Finally we look at the human life cycle starting with the growth and development of babies; the changes that happen during puberty, youth, middle age and older age.</p>

<p>Design Technology</p>	<p>Textiles: Making clothes last longer. Curriculum Link: Japan - Geography</p> <p>We ask the question: Which fabric is ideal for creating a functional and hard wearing lunch bag? We test and examine a wide range of fabrics to find out about their strength, elasticity and absorbency. We then make links between these properties and the uses of the fabrics. We study the environmental impact of hard wearing fabrics and items which are often discarded, creating more pollution. This links with our Year 5 Geography - Japan (Extreme Earth). We examine a range of lunchboxes currently available and the materials that are used to make them before creating our own lunch bag using our sewing skills. We explore how material properties can be changed by adding another element to them (ie adding wax to cotton). After creating our lunch bag, we evaluate what went well and what changes we would make in the future.</p>
<p>Computing</p>	<p>Flat-file databases</p> <p>We look at how a flat-file database can be used to organise data in records. We use tools within a database to order and answer questions about data. We create graphs and charts from our data to help solve problems. We also use this knowledge to organise our knowledge about the growth of humans and babies in Science. We use a real-life database to answer a question and present our work to others, this categorises animals into their different species and characteristics.</p> <p>Creating media: Web design. Curriculum Link: Japan - Geography</p> <p>This unit introduces us to the creation of websites for a chosen purpose. We identify what makes a good web page and use this information to design and evaluate our own website using Google Sites. The website is created based on information learnt in our Geography lessons - Japan (Extreme Earth). Throughout the process we pay specific attention to copyright and the fair use of media, the aesthetics of the site, and navigation paths.</p>
<p>Personal Development</p>	
<p>Personal Development</p>	<p>Relationships Online. Curriculum Link: Computing</p> <p>We explore what it means to be part of an online community, the risks and benefits and how to stay safe online including during online gaming. This links with online safety in our computing lessons. We discuss our relationship with technology including screen time and how we can ensure we limit screen time so that our health is not affected. We also learn how to stay safe when using technology to communicate with our friends.</p>

	<p>Changing me</p> <p>Building from previous units, we explore self and body image and the impact of social media. We learn how we change during puberty and why looking after ourselves physically and emotionally is important. We understand that changes to our own body might happen at different times to our peers.</p>
<p>Foreign Languages, Music, Physical Education and Religious Education</p>	
<p>Foreign Languages (German)</p>	<p>Karla & Kai #1 / Stereotypes - Karla & Kai #2 / Sport Curriculum Link: PSHE - Being me in my World (Autumn Term)</p> <p>Through songs and raps, we learn about verbs in the present tense including some common irregular verbs before moving onto the past tense and writing more complex sentences. At the same time, we investigate the idea of stereotypes, through the story of Karla and Kai arriving in the UK and thinking about what being British means. This leads into work about ideas about what people eat, drink and do in different countries. Linking in with major summer sports events and sports day, gives us the opportunity to investigate more countries around the world. Karla and Kai #2 looks at different types of sport and gives the children the opportunity to design a cartoon strip based on Karla and Kai's adventures, building up their abilities to write more complex sentences.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum. Ms Mitchell is our subject leader and she oversees the music curriculum. This term we will be exploring:</p> <p>Pop Music and Music Around the World</p> <p>More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>
<p>Physical Education</p>	<p>Real PE Unit 4: Physical</p> <p>We focus on the fundamental movement skills of dynamic balance to agility (jumping and landing) and static balance (one leg). We practise a variety of jumps including jumps with rotation, hopping and jumping into a lunge position. We perform showing good body tension and flow when combining movements together.</p>

	<p>Athletics</p> <p>We start by looking at our running techniques. We learn how to start a race; perform a sprint start and how to pace ourselves during longer races. We move onto practising the triple jump, throwing a shotput and throwing a discus. We then use these skills to compete in a class competition and sports day.</p>
	<p>Real PE Unit 6: Personal</p> <p>We work on the fundamental movement skills of coordination (sending and receiving) and agility (ball chasing). We learn to pass a ball through throwing, rolling and kicking with increasing skill and accuracy. We demonstrate perseverance when performing a task in order to improve.</p>
	<p>Striking and Fielding</p> <p>Rounders is the Year 5 game for this unit. We develop our fielding techniques through a variety of catching games. We learn how to bowl accurately to a target and develop control and accuracy when batting. By the end of the unit we understand the rules of the game and are able to play a game of rounders using the skills we have learnt.</p>
<p>Religious Education (RE)</p>	<p>Islam</p> <p>We learn about the religion of Islam:</p> <ul style="list-style-type: none"> ● we find out the Islamic name for God which is Allah and his various names and attributes and why Allah is important to Muslims; ● we explore the main teachings of Islam for example: the Five Pillars of Islam and the teachings and life of the Prophet Muhammad; ● we explore Muslims' holy book, known as the Holy Qur'an; ● we find out about praying five times a day and submitting to the Will of Allah; ● we learn the importance of the Mosque as a place of worship and the centre of the community; ● we understand the festivals and celebrations that are significant to Muslims (Ramadan, Eid al Fitr, Eid al Adha).