

Spring  
Overviews  
Yr 5

# English

Term: Spring

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

National Literacy Strategy	Text	Word Work Level	Sentence Level Work	Text
Year 5 Term2	Reading Comprehension	Vocabulary	Punctuation	Writing Comprehension
<b>Unit 5 Flight</b> The Flight of Icarus  Range; Traditional stories, myths, legends, fables from other cultures.	<b>1</b> – to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends.	<b>10</b> – to investigate further antonyms. Why do some words have opposites, e.g. <i>near, over</i> , while others have more than one opposite e.g. <i>big, right</i> , and others have none, e.g. <i>green, wall?</i> ;	<b>6</b> – to be aware of the differences between written and spoken language, including: <ul style="list-style-type: none"> <li>Conventions to guide reader;</li> <li>The need for writing to make sense away from the immediate context.</li> </ul>	<b>11</b> – to write own versions of legends, myth and fables, using structures and themes identified in reading; <b>13</b> – to review and edit writing to produce a final form, matched to the needs of an identified reader.
<b>Unit 6 World Religions</b> A Buddhist Tale  Range: fables from a range of cultures.	<b>1</b> – to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends. <b>2</b> – to investigate different versions of the same story in print..., identifying similarities and differences; recognise how stories change over time and differences of culture and place expressed in stories;	<b>12</b> – to investigate metaphorical expressions and figures of speech from everyday life; e.g. <i>'He blew his top'</i> ;	<b>9</b> – to secure the use of the comma in embedding clauses within sentences;	<b>11</b> – to write own versions of legends, myth and fables, using structures and themes identified in reading; <b>13</b> – to review and edit writing to produce a final form...
<b>Unit 7 Night</b> The Highwayman  Range: Longer classic poetry, including narrative poetry	<b>4</b> – to read a range of narrative poetry; <b>6</b> – to understand terms, which describe different kinds of poems, e.g. narrative poem...and to identify typical features;	<b>12</b> – to investigate metaphorical expression and figures of speech from everyday life;	<b>10</b> – to ensure that, in using pronouns, it is clear to what or to whom they refer;	<b>12</b> – to use the structures of poems, read to write extensions based on these, e.g. additional verses, or substituting own words and ideas.
<b>Unit 8 Australia</b> The Man from Snowy River  Range: Longer classic poetry, including narrative poetry.	<b>4</b> – to read a range of narrative poetry; <b>6</b> – to understand terms, which describe different kinds of poems, e.g. narrative poem...and to identify typical features;	<b>10</b> – to investigate further antonyms... Link to children's knowledge of adjectives and adverbs; <b>12</b> – to investigate metaphorical expression and figures of speech from everyday life;	<b>5</b> – to use punctuation effectively to signpost meaning in longer and more complex sentences; e.g. <i>use of apostrophe to indicate possession</i> ;	<b>12</b> – to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas.

National Literacy Strategy	Text	Word Work Level	Sentence Level Work	Text
Non-fiction Year 5 Term 2	Reading Comprehension	Vocabulary	Punctuation	Writing Comprehension
<b>Unit 5 Flight</b> Birds' Wings  Range: non-chronological reports (I.e. to describe and classify),	<b>16</b> – to prepare for reading by identifying what they already know and what they need to find out; <b>17</b> – to locate information confidently and efficiently through ... (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding; <b>18</b> – how authors record and acknowledge their sources; <b>20</b> – note-making: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt;	<b>10</b> – to investigate further antonyms. Why do some words have opposites, e.g. <i>near, over</i> , while others have more than one opposite, e.g. <i>big, right</i> , and others have none, e.g. <i>green, wall?</i> ;	<b>8</b> – to construct sentences in different ways, while retaining meaning, through: • combining two or more sentences;	<b>21</b> – to convert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation; <b>22</b> – to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style; <b>23</b> – to record and acknowledge sources in their own writing.
<b>Unit 6 World Religions</b> Religions in the UK  Range: non-chronological reports (I.e. to describe and classify),	<b>16</b> – to prepare for reading by identifying what they already know and what they need to find out; <b>17</b> – to locate information confidently and efficiently through ... (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding;	<i>To understand and use eponyms; e.g. Christianity, Buddhism, sandwich, biro, volt;</i>	<b>8</b> – to construct sentences in different ways, while retaining meaning, through: • deleting or substituting words;	<b>22</b> – to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style; <b>23</b> – to record and acknowledge sources in their own writing.
<b>Unit 7 Night</b> The Night Sky  Range: non-chronological reports (I.e. to describe and classify),	<b>15</b> – to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences, use of passive voice, technical vocabulary...; <b>16</b> – to prepare for reading by identifying what they already know and what they need to find out; <b>17</b> – to locate information confidently and efficiently through skimming and scanning	<b>12</b> – to investigate metaphorical expression and figures of speech from everyday life;	<b>6</b> – to be aware of the differences between spoken and written language, including: • The use of punctuation to replace intonation, pauses, gestures;	<b>21</b> – to convert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation; <b>22</b> – to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style; <b>23</b> – to record and acknowledge sources in their own writing.
<b>Unit 8 Australia</b> The Great Barrier Reef  Range: non-chronological reports (i.e. to describe and classify); explanations (processes, systems, operations, etc.)	<b>16</b> – to prepare for reading by identifying what they already know and what they need to find out; <b>20</b> – note-making: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt;	<b>11</b> - to explore onomatopoeia. Collect, invent and use words whose meaning is represented by their sounds, e.g. <i>splash, plop, bang, clash, smack, trickle, swoop</i> ;	<b>6</b> – to be aware of the differences between spoken and written language, including: • the need for writing to make sense away from immediate context; • the use of punctuation to replace intonation, pauses, gestures; • the use of complete sentences; <b>10</b> – to ensure that, in using pronouns, it is clear to what or to whom they refer;	<b>21</b> – to convert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation; <b>22</b> – to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style; <b>23</b> – to record and acknowledge sources in their own writing.

# Maths

Term: Spring

Teacher: Miss Nadia Elwahabi

What will we be covering this term?

Topic	Learning Outcomes
Numbers and the Number System	Place value, ordering and rounding Multiply and divide any positive integer up to 10000 by 10 or 100 and understand the effect Order a given set of positive and negative integers Properties of numbers and number sequences Fractions, decimals and percentages, ratio and proportion Relate fractions to division Use decimal notation for tenths and hundredths. Round a number with one or two decimal places to the nearest integer. Relate fractions to their decimal representations
Calculations	Rapid recall of addition and subtraction facts Mental calculation strategies (+ and -) Calculate mentally a difference such as 8006 - 2993. Pencil and paper procedures (+ and -) Extend written methods to: column addition/subtraction of two integers less than 10000; Understanding multiplication and division Rapid recall of multiplication and division facts Know by heart all multiplication facts up to $10 \times 10$ . Mental calculation strategies ( $\times$ and $\div$ ) Pencil and paper procedures ( $\times$ and $\div$ ) Extend written methods to: short multiplication of HTU by U Long multiplication of TU by TU; short division of HTU by U
Solving Problems	Making decisions Reasoning and generalising about numbers or shapes Problems involving 'real life', money and measures Use all four operations to solve simple word problems involving numbers and quantities (including time) Explain methods and reasoning
Shape, Space and Measures	Understand area measured in square centimetres (cm <sup>2</sup> ). Understand and use the formula in words 'length $\times$ breadth' for the area of a rectangle. Shape and space Recognise properties of rectangles. Recognise perpendicular and parallel lines.
Handling Data	Organising and interpreting data

**How will my child be assessed this term?**

Homework is an integral part of ongoing assessment. Please refer to your child's timetable for the days when homework is given. In addition to this, your son/daughter will also be assessed by weekly mental maths tests and end of unit assessments. Class participation is also necessary.

**How can I help my child in this subject?**

Ensuring that your child is well-equipped to school is paramount and avoids wasting valuable time in class. A pencil, sharpener, eraser, ruler and protractor are essential. Revising with your child his/her times tables will help him/her greatly.

**Who do I contact if I have concerns about my child's progress in this subject?**

Please feel free to contact me at the following email address: [nadias.got.it@gmail.com](mailto:nadias.got.it@gmail.com)

# Science

**Term:** Spring

**Teacher:** Miss Nadia Elwahabi

**What will we be covering this term?**

**This term Year 5 will be covering two units (one per half-term) which covers the scope of Chemistry in Year 5's curriculum**

<b>Unit 5C Gases Around Us</b>	<p>Through this unit children learn that gases are material and can be distinguished from solids and liquids by their properties. They also learn about the uses of some important gases and where gases are found.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"><li>■ making and repeating observations</li><li>■ relating observations and conclusions to scientific knowledge and understanding.</li></ul> <p>Work in this unit also offers opportunities for children to use scientific knowledge and understanding to explain everyday phenomena related to air and other gases.</p>
<b>Unit 5D Changing State</b>	<p>Through this unit children consolidate their ideas about changes of state which can be reversed. They use their understanding to explain a range of familiar phenomena.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"><li>■ making observations and measurements and presenting these</li><li>■ identifying patterns in results</li><li>■ suggesting explanations for observations and conclusions in terms of scientific knowledge and understanding.</li></ul>

### **How will my child be assessed this term?**

Homework is an integral part of ongoing assessment. Please refer to your child's timetable for the days when homework is given. In addition to this, your son/daughter will also be conducting practical 'experiments' during class and will be given end of unit assessments. Class participation is also necessary.

### **How can I help my child in this subject?**

Some students struggle trying to learn science terminology or can get confused. There are a plethora of science-related games and activities online, eg BBC Bitesize, that will engage your child and help them to remember the correct terminology. Also your child will be given a plant in the second-half of term which they will take home and look after it. As a parent, you could reinforce what they have learnt in class by helping your child tend to the plant and recognise what part of the life cycle the plant is at.

### **Who do I contact if I have concerns about my child's progress in this subject?**

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# History

**Term:** Spring

**Teacher:** Miss Nadia Elwahabi

**What will we be covering this term?**

## **QCA Unit 14 & 15:**

**Who were the ancient Greeks & How do we use ancient Greek ideas today?**

**In unit 14 children find out about the way people lived in the ancient Greek empire. They use a range of archaeological and written sources, select and record information and interpret the past in different ways.**

**In unit 15 children use their own experience, particularly of being at school, as a springboard to find out about the influence that the ancient Greeks continue to have on our lives. Children use a wide range of sources, including archaeology, to find out about the ancient Greeks and compare a past society with society today.**

**How will my child be assessed this term?**

Your son/daughter will also be assessed by an end of unit project. Class participation is also necessary. Homework is not given religiously, but usually research tasks are given periodically for them to do at home

**How can I help my child in this subject?**

It could help if you could watch relevant documentaries and/or movies which are based on Ancient Greece with your child.

**Who do I contact if I have concerns about my child's progress in this subject?**

Please feel free to contact me at the following email [nadias.got.it@gmail.com](mailto:nadias.got.it@gmail.com)

# Geography

**Term:** Spring

**Teacher:** Miss Nadia Elwahabi

**What will we be covering this term?**

The **BIG Greece Project** to coincide with history topic on **Ancient Greece** incorporating the following three **QCA** units

**QCA Units 23, 24 & 25:**

**Investigating Coasts**

**Passport to the World**

**Geography & Numbers**

It will encourage the development of knowledge about **Greece** and its location. They will also be looking at **Greece's** coastlines and that of its islands and refer back to how historically coasts were used as a means of transportation but made them vulnerable to attack (**Ancient Greece**)

**Children should learn:**

- to apply mathematics to work in geography
- to ask geographical questions
- to collect and record evidence
- to analyse evidence and draw conclusions
- to communicate in ways appropriate to the task and audience
- to use appropriate geographical vocabulary
- to use maps
- to draw plans and maps
- to use secondary sources of information
- to use ICT
- to investigate the features of rivers/coasts
- to investigate how different Greek settlements differ in size

**How will my child be assessed this term?**

Your son/daughter will also be assessed by an end of unit project. Class participation is also necessary. Homework is not given religiously, but usually research tasks are given periodically for them to do at home

**Who do I contact if I have concerns about my child's progress in this subject?**

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# R.E

**Term:** Spring

**Teacher:** Miss Nadia Elwahabi

**What will we be covering this term?**

## **Prophet Musa (Moses)**

The first half-term we'll be covering the story of the Prophet Musa (AS), we'll be looking at his life, legacy and the lessons we can learn from it. We'll also be looking & comparing at how other major religions look at the Prophet Musa.

The second half-term will be looking at the tafseer of Surahs Kawthar & Maa'un, ayah by ayah. The themes covered in these surahs range from manners, paradise & hell to prayer.

We will also be covering the Islamic Calendar to coincide with the BC/AD comparison we will covering when dealing with Ancient Greece.

**How will my child be assessed this term?**

Your son/daughter will also be assessed by an end of unit assessment. Class participation is also necessary. Homework is not given religiously, but usually research tasks are given periodically for them to do at home

**Who do I contact if I have concerns about my child's progress in this subject?**

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