



British Section, SHAPE International School

CURRICULUM OVERVIEW – Spring Term 2024

YEAR 5 - Apollo Class



English: This term, the children study the texts *The Roman Quest – Escape From Rome* by Caroline Lawrence and *Empires End – A Roman Story* by Leila Rasheed. These texts link to our history topic this term so will allow the children to apply their learning in different contexts while building on their writing skills. They will also read a range of non-fiction texts linked to both our science and history learning. The children will continue to write for a range of purposes including writing to persuade, inform and entertain, exploring a range of writing types and the features required. They will continue to build on their vocabulary and ability to manipulate language for effect. They will continue to build on their knowledge of grammatical features and how to apply these to different genres. This will include relative clauses, parenthesis, modal verbs, commas, to clarify meaning and the use of fronted adverbials. The children will continue to learn how to effectively engage the reader in their writing.

In reading, the children - will continue to develop their **inference** and **prediction** skills, with a particular emphasis on developing their ability to participate in discussions about books that they have read or had read to them. They will be able to build on their own and others' ideas and challenge views courteously. They will focus on learning to distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction texts. As always, they will be encouraged and supported to nurture a love of reading and for this reason we encourage them to read a wide range of texts and to take ownership of their reading journals by completing these daily with their own personal comments.

In Spelling, year 5 will continue to follow the **Spelling Shed** scheme of learning and will focus on converting nouns or adjectives into suffixes, verb prefixes and how words are related by meaning of synonyms and antonyms. The children will also continue to learn how to spell the commonly mis-spelt words from the Y5/6 word list. **Home Learning:** *In order to practise developing the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record. They also have logins for the Spelling Shed website and are encouraged to work on their spellings at home to consolidate their learning.*

Mathematics: Year 5 will continue to develop their mathematical understanding and knowledge by following the **White Rose** maths scheme and using the **concrete, pictorial and abstract** methodology. Each lesson will follow the simple three-part structure of a revision of prior learning (Flashback 4), exposition and practice of the new key learning (fluency) and by finishing with a problem-solving exercise (the application of learning). Year 5 will consolidate their learning of **multiplication and division**, focussing on use efficient mental methods and formal written methods when appropriate. They will build on their learning of **fractions** with a focus on multiplying fractions by an integer and finding fractions of a quantity. They will explore **fractions, decimals and percentages**, learn how to compare these and find equivalences. They will explore 2D shapes and how to find **area** and **perimeter** of shapes. They will also interpret line graphs and tables as part of our learning in **statistics**. As always, the children will continue to build on their working knowledge of number and place value by applying number facts to a range of different contexts, building their confidence in mathematical problems. We will continue to revise multiplication facts, ensuring the children are able to quickly recall these and their inverse division facts.



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Science:

Properties of Materials

This unit will encourage the children to build on their scientific knowledge and understanding and their ability to classify materials. They will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They will learn that some materials will dissolve in liquid to form a solution and apply their knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating. They will work scientifically to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Change of Materials

This unit will build on the children's learning from Year 4 where they explored States of Matter. It will give the children the opportunity to investigate changes of materials. They will learn how to describe how to recover a substance from a solution, demonstrate that dissolving, mixing and changes of state are reversible changes. They will explore that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Computing:

Programming A: Selection in Physical computing

In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure)

Data and Information: Flat-file databases

This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

History:

This unit will focus on an enquiry-based approach to learning. They will explore when the Romans invaded Britain and question why they invaded. They will investigate if the native Britons welcomed and resisted the Romans and explore why this might have been. They will also learn about how the Romans influenced the culture of the people already settled in Britain at the time. The children will examine where, when and how the Romans invaded. They will consider the two attempted invasions, why they failed and why Claudius was then successful. They will examine historical evidence and accounts and consider how reliable these are. They will begin making their own interpretations of both written texts and artefacts to come to their own conclusions about the Roman Army and the Roman Empire. They will also explore resistance to the Romans, with a particular focus on Boudicca and how and why we remember her. Finally, they will explore how the Celtic people lived and how this was influenced by the Roman invasion.



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Geography: This is not taught this term.

Art and Design: Pathway: Making monotypes

In this pathway children explore the process of making monotypes. The pathway starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations.

Pupils develop their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a “zine”, inspired by a piece of poetry. The pathway provides two ways of making monotypes according to the space and time you have available.

Design and Technology: Design and build a Roman catapult (optional)

During the Spring Term, the children of Year 5 will explore the **food unit** on **celebrating culture and seasonality**. This unit will have curriculum links with the Romans in Britain history unit. This project will involve the children to design, make and evaluate a bread snack for a Roman soldier to eat during his guard duty on ‘Hadrian’s wall’ (for a **specific end user.**) They will write step-by-step recipes which include lists of ingredients, equipment and utensils. They will evaluate the final product with reference back to the design brief and design specification, and will consider the views of others when identifying improvements. Year 5 will also demonstrate their understanding of Roman Britain and the effectiveness of the ingredients and some suggested products that could be used whilst a Roman soldier was on military manoeuvres.

Music:

This term, the children will continue to improve their singing, listening and performing skills. They will continue to learn new chords on the ukulele which they will incorporate into playing and singing songs. Additionally, the children will work on a unit entitled ‘melody shape,’ and will learn to perform and play different melodies. In singing, we will explore the range of our voices and listen to a variety of singing styles.



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Religious Education: If God is everywhere, why go to a place of worship?

In RE, the children will work upon a unit entitled, 'If God is everywhere, why go to a place of worship?' Pupils will study the purposes of different places of worship and think about God's presence on earth and in believer's lives.

PSHE:

In PSHE, the children will continue to build on their working knowledge of our school's learning powers and character virtues that underpin everything we do in school. Our PSHE lessons will allow children to explore living in the wider world. They will explore and debate the importance of protecting the environment. We will also look at online safety and how information is targeted through a range of different media types.

PE:

The children will complete their swimming lessons in January. They will learn basic skills in netball such as passing, attacking play and defending play before having the necessary skills to play a competitive game. They will also complete a unit on gymnastics. The children will learn how to perform a variety of floor and vault movements. The children will learn stag jumps, split leaps, pike rolls, round-offs and the squat through vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movement successfully. They will also have the opportunity to choreograph their own sequences and routines and perform individually and as part of a pair or group.

French:

In French, the children will learn to give their opinions. They will also learn to describe the weather. They will also learn to order food, such as breakfast.

Forest School

This term Y5 will continue to observe how the two trees in our tree study have changed over time due to seasonal changes. In addition, Y5 will continue to help with the growing of vegetables in our raised beds to increase environmental awareness. With reference to plants and vegetables, Y5 will also look at how plants are used for both their dying of cloth and medicinal purposes. Y5 will practically see how we can use levers and pulleys to move heavy tree stumps within the forest school site and make simple catapults to propel stones or other projectiles (linked with their history topic-'The Roman Empire and its impact on Britain'.)