

WOODLANDS PRIMARY SCHOOL

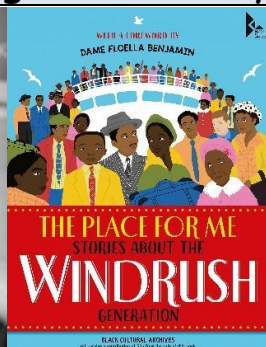


Year 5 Spring 1 Curriculum

Ready · Respectful · Safe

Year 5 - Spring 1

English Mastery Targets



My mastery targets for this term are...

- Plan writing by identifying audience and purpose
- Use modal verbs and adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis

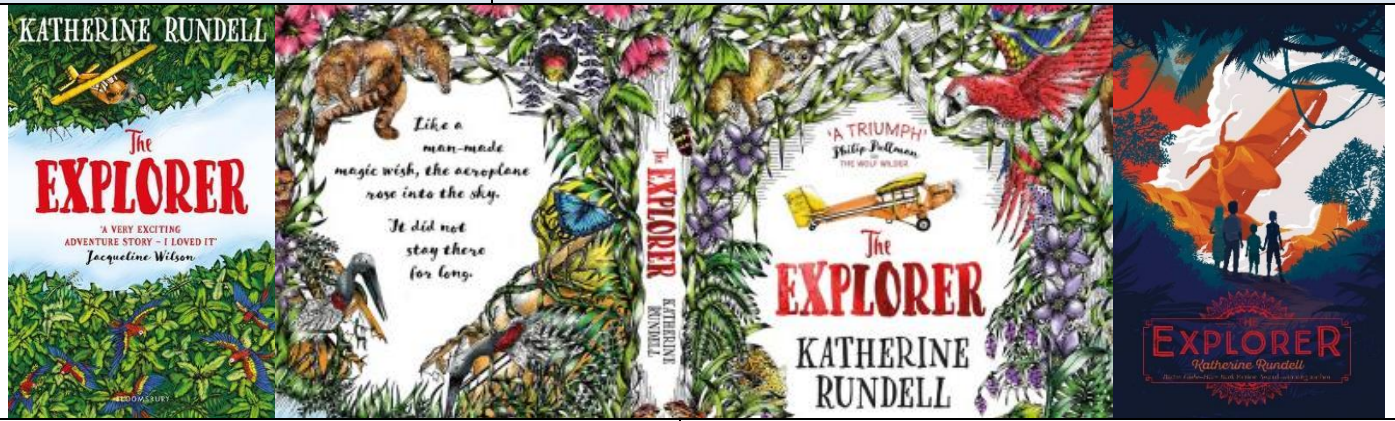
My feature keys for this half term are...

- Use precise choices
- Select language to appeal to the reader
- Use a formal tone
- Provide well-developed factual information for the reader
- Manipulate style for specific purpose and audience (hybrid text)

Vocabulary I will use this term...

Year 5/6 Words:		Developing vocabulary:		Foundation subject key words I may use:
according	foreign	abolitionists	including	Caribbean
achieve	government	citizen	institutional	continent
appreciate	harass	colonise	nationality	country
committee	identity	definitely	originally	climate
communicate	individual	discrimination	probably	Equator
community	neighbour	empire	racism	
conscience	opportunity	enslave	segregation	
controversy	prejudice	especially	unfortunately	
determined	queue	extraordinary	Windrush	
explanation	sacrifice	immigrant	wrongly	

By the end of this unit, I will have produced a hybrid information leaflet about a period in Black history.



Your mastery targets for this term are...

- ❖ Draw inferences (inferring characters' feelings, thoughts and motives from their actions), and justify with evidence
- ❖ Evaluate authors' language choice, including figurative language
- ❖ Identify how language, structure and presentation contribute to meaning

The Explorer - Katherine Rundell

From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.

As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small.

Except, it seems, someone has been there before them ...

Vocabulary I will use this term...

accustomed
adapted
bio-diversity
canopy
charred
clustered
eco-system
entwined

haunches
lashing
luminous
marinate
lurch
peril
quench
reassuring

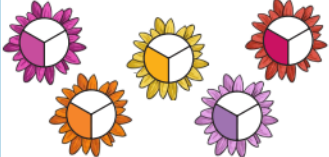
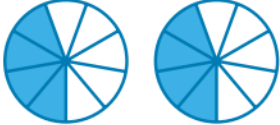
region
renowned
singed
slumped
tendrils
throttle
whine
vicious

MATHS: FRACTIONS (PART B)

1									
1/2					1/2				
1/3			1/3			1/3			
1/4		1/4		1/4		1/4		1/4	
1/5		1/5		1/5		1/5		1/5	
1/6		1/6		1/6		1/6		1/6	
1/7		1/7		1/7		1/7		1/7	
1/8		1/8		1/8		1/8		1/8	
1/9		1/9		1/9		1/9		1/9	
1/10		1/10		1/10		1/10		1/10	
1/11		1/11		1/11		1/11		1/11	
1/12		1/12		1/12		1/12		1/12	

My mastery targets for this term are...

1. Multiply unit and non-unit fractions by an integer
2. Multiply a mixed number by an integer
3. Calculate a fraction of a quantity and a fraction of an amount
4. Find the whole
5. Use fractions as operators

Multiply Unit Fractions by an Integer	Multiply Non-Unit Fractions by an Integer
$\frac{1}{3} \times 5 = \frac{5}{3}$ 	$2 \times \frac{4}{9} = \frac{8}{9}$ 

Multiply Mixed Numbers by Integers	
Convert to an improper fraction and multiply the numerator by the integer.	$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$
Use repeated addition.	$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Vocabulary:

Numerator, denominator, unit fraction, non-unit fraction, whole, equivalent, mixed number, improper fraction, simplest form, multiple, common denominator, common numerator

MATHS: MULTIPLICATION AND DIVISION (PART B)

Short Multiplication

$$2543 \times 7 = 17801$$

	2	5	4	3
×				7
1	7	8	0	1
1	3	3	2	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$$2543 \times 67 = 170381$$

		2	5	4	3
	×			6	7
	1	7	8	0	1
1	5	2	5	8	0
1	3	2	1		
1	7	0	3	8	1
1	1				

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

My mastery targets for this term are...

1. Multiply up to a 4-digit number by 1 or 2 digits
2. Divide a 4-digit number by 1 digit
3. Use short division to solve problems with remainders
4. Choose the most efficient method for division
5. Solve problems including multiplication and division

Division

$$136 \div 4 = 34$$

		3	4
4	1	3	6
-	1	2	0
		1	6
	-	1	6
			0

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Short Division

		3	8
4	1	5	2

$$15 \div 4 = 3 \text{ remainder } 3$$

Remember to regroup any remainders and move them into the next column.

		4	5	5	r	3
5	2	2	7	8		

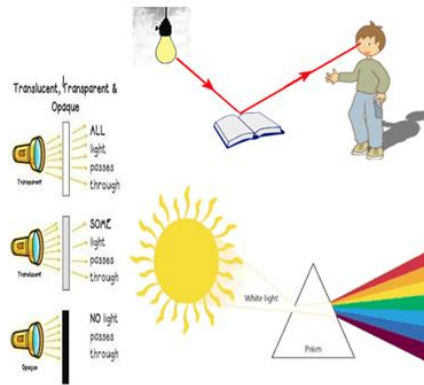
$$28 \div 5 = 5 \text{ remainder } 3$$

If your calculation has a remainder, remember to record it in the answer using the letter **r**.

Vocabulary:

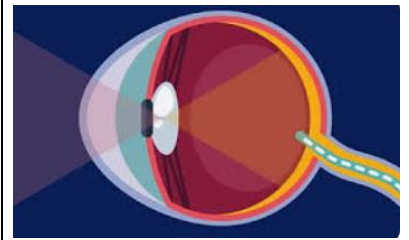
multiply, groups of, lots of, times, divide, share, remainder, factor, multiple, product

Science: Light



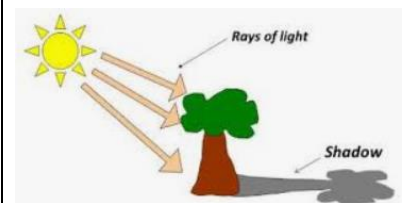
During this unit of work, I will learn:

- That objects are seen because they give out or reflect light into the eye and sort sources of light into natural and man-made sources
- That light travels in straight lines from a light source or is reflected from a surface into the eye
- That the ray model of light explains the size of shadows
- That how shiny objects and mirrors reflect a ray of light
- That white light is made up of 7 different colours and state the order these colours occur in



I will (outcomes):

- Find out and understand what light is and where it comes from
- Understand and describe how light travels
- Investigate shadows
- Find and understand what reflection is
- Find out and understand what refraction is
- Explain the colour spectrum



Vocabulary I will use:

Eyes - Globular organs of sight in the head of humans and vertebrate animals

Filter - Pass through a device to remove unwanted material (liquid, gas, light or sound)

Light - The natural agent that stimulates sight and makes things visible

Light source - Something that provides light, whether it be a natural or artificial source of light

Periscope - An apparatus consisting of a tube of attached to a set of mirrors or prisms through which an observer can see things that are otherwise out of sight

Rainbow - An arch of colours visible in the sky, caused by the refraction and dispersion of the sun's light by rain or other water droplets in the atmosphere

Reflection - The throwing back by a body or surface of light, heat or sound without absorbing it

Refraction - The bending of light as it passes from one substance to another with the bending caused by the difference in density between two substances

Shadow - A dark area or shape produced by a body coming between rays of light and a surface

Spectrum - A band of colours, as seen in rainbows, produced by separation of the components of light by their different degrees of refraction

North America: The Caribbean Islands

In this unit of work, I will build on my knowledge of the continents of the world from KS1, focusing on North America and studying the Caribbean Islands in particular.

To begin with, I will:

- Recap my knowledge of the seven continents of the world, and identify the continent of North America on a world map.
- Locate the countries of North America.

Following this, I will:

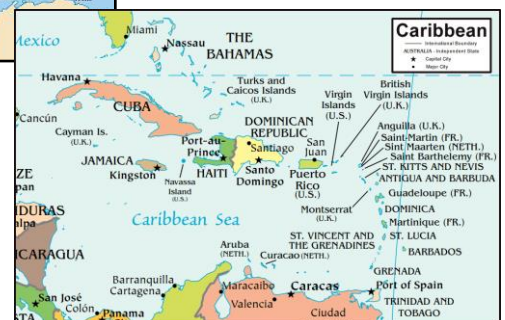
- Investigate the climate zones and biomes of North America.
- Locate the Caribbean and the islands it consists of.
- Explore the physical geography of the Caribbean and investigate why there are so many volcanoes in the Caribbean.
- Compare the physical geography of areas of North America to an area of the UK.
- Explore the human geography of the Caribbean.

Key vocabulary I will use this term:

atmosphere	The layer of gases that surround the Earth. It is often called air.
biome	An area of the planet with a similar climate and landscape, where similar animals and plants live.
continent	A large, continuous landmass, separated from other continents by water or other geographical features.
country	An area of land that is controlled by a single government.
climate	The average weather conditions of a particular place or region over a 30-year period or more.
climate zone	Areas around the world with specific patterns of weather.
human geography	The study of humans, their behaviour and living standards, and how their activities affect the planet.
longitude	Lines of latitude run around the Earth like imaginary hoops and have numbers to show how many degrees north or south they are from the Equator.
physical geography	The study of the Earth's natural features.
weather	Refers to the short-term conditions of the atmosphere, including temperature, rainfall and cloud cover.

Key facts:

- ❖ The continent North America has 23 countries.
- ❖ Canada is the largest country in the continent of North America.
- ❖ Due to its size, the continent of North America has a range of climate zones and biomes.
- ❖ Climate zones of the world include: Polar, Temperate, Arid, Tropical, Mediterranean, Mountainous (which is also known as Tundra).
- ❖ Biomes of the world include: Tundra, Taiga Forest, Temperate Forest, Desert, Grassland, Tropical Rainforest, and Savannah/Tropical Grassland
- ❖ The Caribbean consists of over 7000 islands.



Outcome:

At the end of this unit, I will know the location of North America on a world map, and I will be able to locate the Caribbean Islands using different maps including digital maps. I will know that North America has a variety of climate zones and biomes. I will be able to describe the physical geography of the Caribbean, and compare the physical geography to other areas of North America and the UK. Finally, I will discover how the colonial past of the Caribbean has affected the culture, land use, exports and populations of its islands.

SMSC, French and Music

SMSC

In SMSC lessons this term, I will be focusing on discrimination, and in particular racism. I will read a text called *The Island* by Armin Greder, which is a text about how human beings respond to outsiders. I will discover that when the people of the Island discover a man and a tattered raft on their beach, they are reluctant to take him in, and he is treated terribly by the people. I will learn about the causes of racism, and what may cause people to be racist. By the end of the term, I will know what being prejudiced means and I will know what can happen if racism is not challenged. I will understand ways in which people can challenge racist behaviour.

Armin Greder
THE ISLAND



Key vocabulary I will use in SMSC:

discrimination, prejudice, inequality, identity, race, racism, behaviour, challenge, protected characteristics

French

Noun Bank

une pomme – an apple
un oignon – an onion
une mangue – a mango
un poivron – a pepper
une grappe de raisin – a bunch of grapes
une pastèque – a watermelon
une banane – a banana
une salade – a lettuce
une carotte – a carrot
une pomme de terre – a potato

Tu aimes... ? – Do you like...?
J'aime... – I like...
Je n'aime pas... – I don't like
Quel est ton fruit/légume préféré ? –
what is your favourite fruit/vegetable ?
Mon fruit/légume préféré est... – My
favourite fruit/vegetable is ...



SPRING
KNOWLEDGE
ORGANISER:
AT THE MARKET



Question and Answer Bank

Avez vous.....? – Do you have...?
Oui, j'ai... – Yes, I have
Non, je n'ai pas... – No, I haven't...
C'est combien? – How much is it?
C'est ...centimes. – it is....cents
Deux euros – **two** euros
s'il vous plaît- please
merci- thank you

Grammar

To say I have in French we use
part of the verb to have (avoir) "**J'ai....**"

To say I haven't in French we add **n'** and **pas**.
"**Je n'ai pas**"

Sound spelling

ez
ai
c'est

Music – Creative Composition


Musical Spotlight: Creative Composition

Social Question: How Does Music Improve Our World?

Understanding Music

Tempo:	Adagio — at a slow speed (68bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	D major — there are two sharps in the key signature (#)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers and semiquavers

Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, F, G, A, B 

SONG 1 **Disco Fever** Style: Disco

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: D minor — there is one flat in the key signature



Circle the part you played:

Part 1: D, E, F, G, A

Part 2: D, E, F, G, A

Part 3: D, E, F, G, A

Part 4: D

(Recorder): F, G, A

Circle the notes you composed with:

D, E, F, G, A, Bb, C

SONG 2 **La Bamba** Style: Rock 'n' Roll

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A, B

Part 2: C, D, E, G, A, B

(Recorder): C, G, A, B

Part 3: C, D, G, A

(Recorder): C, G, A, B

Part 4: C

(Recorder): G, A, B

Circle the notes you improvised with:

C, D, E, F, G

SONG 3 **Change** Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: Eb major — there are three flats in the key signature



Circle the part you played:

Part 1: Eb, F, G, Ab, Bb, C

Part 2: Eb, F, G, Ab, Bb, C

(Recorder): F, G, Ab, Bb, C

Part 3: Eb, F, G, Bb, C

(Recorder): F, G, Bb, C

Part 4: Eb

(Recorder): Bb, C

D.T, Art and Computing

Art

Painting

This half-term in art, I will capture the ship Empire Windrush as it departs the Caribbean Islands and begins the 8,000-mile voyage to Tilbury docks in East London, where it arrived in June, 1948. I will practise sketching lightly and adding colour and tones to my drawings to help create mood in my piece. In order to add texture to my work, I will experiment with different brush techniques. I will develop a colour palette based upon colours observed in the natural world.



Key vocabulary I will use in art:

acrylic, watercolour, brush, stroke, drybrush, stippling, scumbling, hatching, crosshatch, mood, tint, tone, light, dark



Computing – Programming: selection in quizzes

1	To explain how selection is used in computer programs	<ul style="list-style-type: none">- I can identify conditions in a program- I can modify a condition in a program- I can recall how conditions are used in selection
2	To relate that a conditional statement connects a condition to an outcome	<ul style="list-style-type: none">- I can create a program with different outcomes using selection- I can identify the condition and outcomes in an 'if... then... else...' statement- I can use selection in an infinite loop to check a condition
3	To explain how selection directs the flow of a program	<ul style="list-style-type: none">- I can design the flow of a program which contains 'if... then... else...'- I can explain that program flow can branch according to a condition- I can show that a condition can direct program flow in one of two ways
4	To design a program which uses selection	<ul style="list-style-type: none">- I can identify the outcome of user input in an algorithm- I can outline a given task- I can use a design format to outline my project
5	To create a program which uses selection	<ul style="list-style-type: none">- I can implement my algorithm to create the first section of my program- I can share my program with others- I can test my program
6	To evaluate my program	<ul style="list-style-type: none">- I can extend my program further- I can identify the setup code I need in my program- I can identify ways the program could be improved

Key vocabulary I will use in computing:

sequence, command, program, run, program, start, predict, blocks, actions, sprite, modify, match, debug, features, evaluate



P.E and COJO's

P.E

PHYSICAL EDUCATION



Dance: Carnival

In P.E sessions this term, I will perform with clarity, fluency, accuracy and consistency as part of a big group. I will learn to make effective evaluations of an individual, pair or group, including strengths and weaknesses. I will also reflect on my own performances. Over time, I will develop group movements, selecting and applying choreography into a performance.

Netball

In netball sessions this term, I will consolidate my understanding of the principles of attack and defence. I will consistently apply a range of effective passes, in order to keep possession and score. In turn, I will also apply pressure when defending to regain possession quickly.

Key vocabulary I will use in P.E:

Dance - excellent dancers, expression, creativity emotion, stimulus, choreography, rhythm, carnival

Netball - positions: Goal Keeper (GK), Goal Defence (GD), Centre (C), Goal Attack (GA) and Goal Shooter (GS), umpire, marking, possession, attack, defend, pressure, tactics, transition

COJO's



This half term, I will be going on another exciting character learning journey. In my COJO's sessions, I will learn about Ibn Battuta. For almost 30 years, the Moroccan Muslim scholar and explorer, Ibn Battuta, experienced many wonders of the world. During his travels, Ibn experienced war and hardship. He delved into the traditions of many cultures and religions and even secured a job as a judge. During

this unit, I will experience both Ibn's struggles and achievements whilst igniting my curiosity.

During this unit, I will learn about: the importance of doing my best; the difference between just and unjust situations; the difference between discrimination and discriminatory behaviour, and the importance of trying to do something even when it seems difficult.



Key vocabulary I will use in COJO's: respect, empathy, self-awareness, perseverance, excellence, communication, teamwork, religion, scholar, journey, Muslim

Year 5/6 - Spring Term 1

What is the Qur'an and how does it influence a Muslims' actions?

Key Questions:

What does it mean by sacred and why is the Qur'an important to Muslims?

What does the Qur'an teach about God/Allah?

How is the behaviour of Muslims influenced by the Qur'an?

How do Muslim children learn the Qur'an?

What is the significance of the Qur'an to Muslims today?

We will:

Design a poster with images that would help people remember the first nine of the 99 names of Allah

Read quotes from the Qur'an and state how these might influence a Muslim's behaviour.

Research what children do at a Madrasah (Qur'an school)

Consider what a Muslim parent wants for their child.

Communicate in a chosen activity how and why the Qur'an is important to Muslims

Learning Check in:

- I can understand what is meant by the word sacred.
- I know that Muslims study the Qur'an in order to understand their faith
- I can summarise my knowledge of why the Qur'an is important to Muslims
- I know some of the characteristics of God as shown in the Qur'an
- I can explain what the 'Bismillah' is and what this shows about Islamic beliefs about God
- I can give reasons why Muslim parents want their children to learn about their religion.
- I can identify the key beliefs of Islam and compare and contrast these with those shared by different religions.
- I can consider the implications of living by a religious code.
- I can reflect on my own ideas about the characteristics of God.

Vocabulary we will use:

Qur'an
Sacred
Muhammad (PBUH)
Madrasah
99 names of Allah
Compassionate
Merciful
Guidance