



**Connor Downs**  
Academy

# Connor Downs Academy

Head of School: Mrs J Eddy



**Connor Downs**  
Academy

## Year 5

# Spring Term 2025

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## English

In our first topic, the children developed their vocabulary in order to write their own version of "The Piano". Having graphed the intensity of each scene and researched the definitions of new vocabulary the children chose where to place the words on their zone of relevance in preparation for their first draft. After editing, the children proudly displayed their final draft on our English display.



The children have developed their knowledge of grammar and punctuation with an emphasis on using the correct terminology. Through discussion and collaboration, the children have developed their range of sentence types to engage the reader. Weekly spelling tasks have supported the children's understanding of the spelling rules and they have been challenged to use their new words in their writing.

Weekly reading comprehension is a focus for our children. The children have used VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence) question types to unpick texts and make links between key ideas and themes within the wide variety of texts, linked to our topics, that have been shared.

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Date 6/01/25

LO: To read with fluency and intonation.

To understand the purpose and audience of a text.

PLT: FP SM RL



### Vocabulary Focus

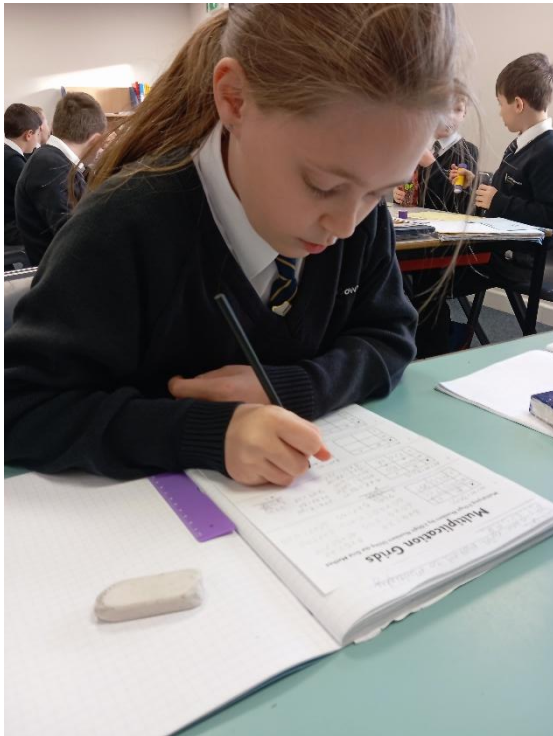
1. ~~The course~~ The consequences would be dire.
2. " ... further and further afield. "
3. Forlornly. ✓
4. Bare or empty. ✓
5. Stare = gaze. ✓

### VIPERS

- S. ~~Doran was so far~~ around the island because she was searching for fish but a storm started brewing and the fish started disappearing. ✓
- R. Doran was worried about being in trouble with the elders. ✓
- R. Doran was hunting fish. ✓
- I. Doran felt scared when she was speaking to the alien. ✓
- E. At the beginning of text she was worried ✓



## Maths



Year 5 have used their spiral reviews to keep their mathematical skills sharp each morning. In addition, the corridors have been filled with the sound of the daily rapid recall and chanting of the tables. The children know how important tables are for our topics.

In their lessons, daily intelligent practice has challenged the children to find and explain patterns and methods of problem solving related to each new topic.

During the course of the spring term, the children have studied and made the links between multiplication, fractions, decimals and percentages. In accordance with the mastery approach, the children have been encouraged to show their workings and

prove their answers, often with drawings or diagrams. The children have focused on mathematical vocabulary and have demonstrated this when explaining their answers to the class. Our mastery lessons have ensured that each small step builds in a sequence to develop confidence and independence.

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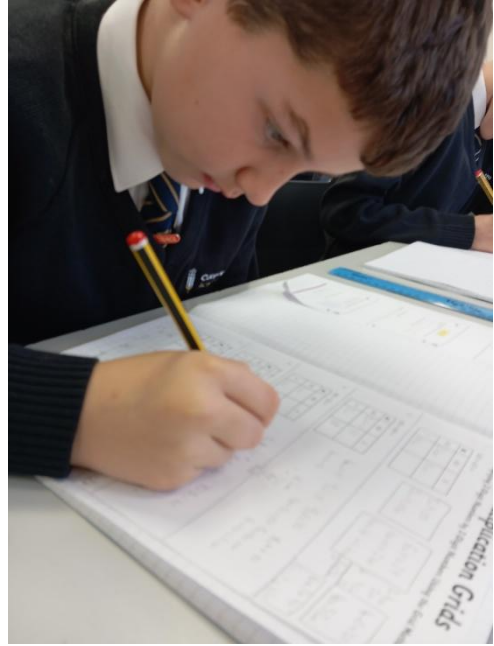
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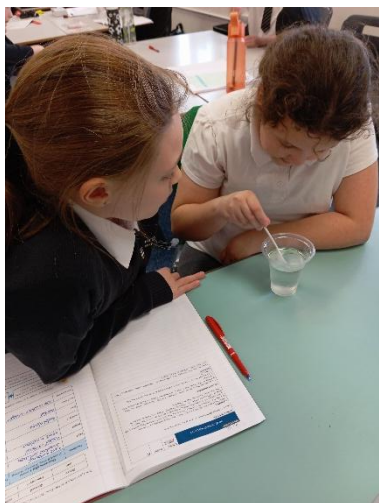
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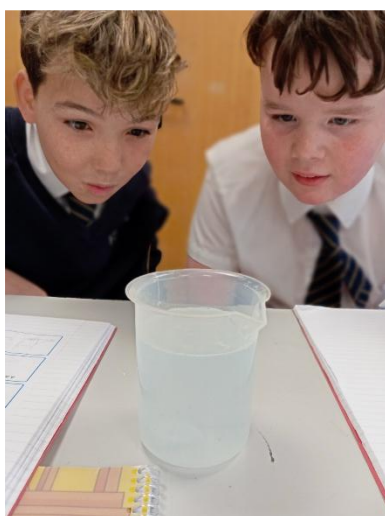
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## Science



The first science topic this term "changing materials" included studying reversible and irreversible reactions. Through discussions, the children were able to talk about some processes that they already knew and they were able to sort their examples into reversible and irreversible changes. We learned about fire safety and the fire triangle including the different types of extinguishers and how they work. In our class experiment, we made predictions based on our prior knowledge about which candle would be extinguished first after we placed different sized jam jars over them.



We also worked on our observational and recording skills when we added a variety of different solids to water. The children recorded their observations in a table and tried to reverse the process by evaporating the solution in a Petri dish. In the final experiment, test tubes were filled with baking powder and vinegar was added to demonstrate a reaction taking place.

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## PE

Whilst studying health related fitness, the children performed a wide range of exercises in our "gym". The children have learned about their bodies and how exercise changes their rate of breathing and heart rate. In addition, they have tracked their performance across a range of skills and offered ways other pupils can improve their performance.

As part of invasion games, we welcomed the Cornish Pirates to our school to lead a 6-week block of rugby coaching. The children were constantly on the move and developed their passing and receiving skills through a variety of drills and small scale games. Some children have volunteered to represent the school at a rugby festival at the home of the Pirates as they had demonstrated that they were team players, resilient and good communicators.



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## History

In history, the children have learned about the Vikings and the Anglo-Saxons. They investigated how the country developed after the Romans left Britain and about the power struggles between the remaining Kingdoms. The children explored the case study of the Viking attack on Lindisfarne or Holy Island. Features of Anglo-Saxon life and Viking life were studied and the children sequenced the key events in establishing Danelaw after the Viking invasion. The children were asked to investigate the question: "Why was King Alfred so Great?" using a variety of sources and the internet. Finally the children learned how England became a unified country.



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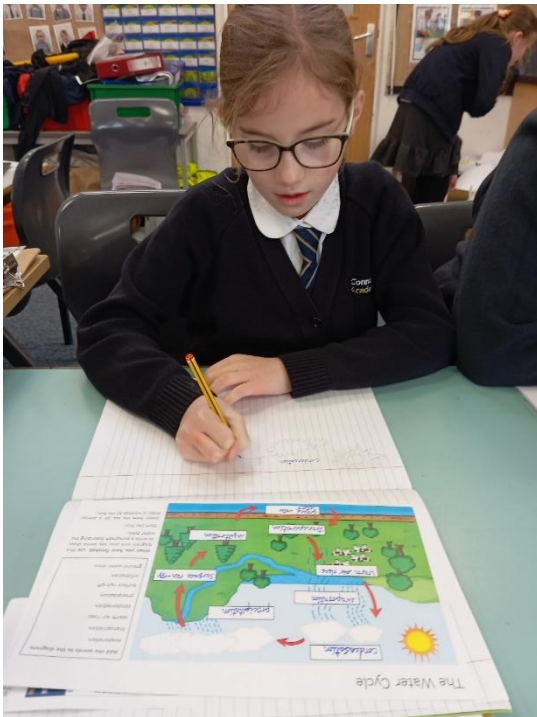
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## Geography



Our geography topic was called "investigating rivers". First, the children learned the importance of the water cycle. Next, they learned how rivers erode, transport and deposit materials. The children were then shown images of the Grand Canyon and asked: Can you explain what you think has happened. How do you think the Grand Canyon was formed? After that, the children learned why rivers are so important. Then, the children found out about the causes of river pollution and the effect it has on the environment. The next challenge required the children to employ their internet searching skills from ICT to research the River Nile and record their findings to present them to the class.

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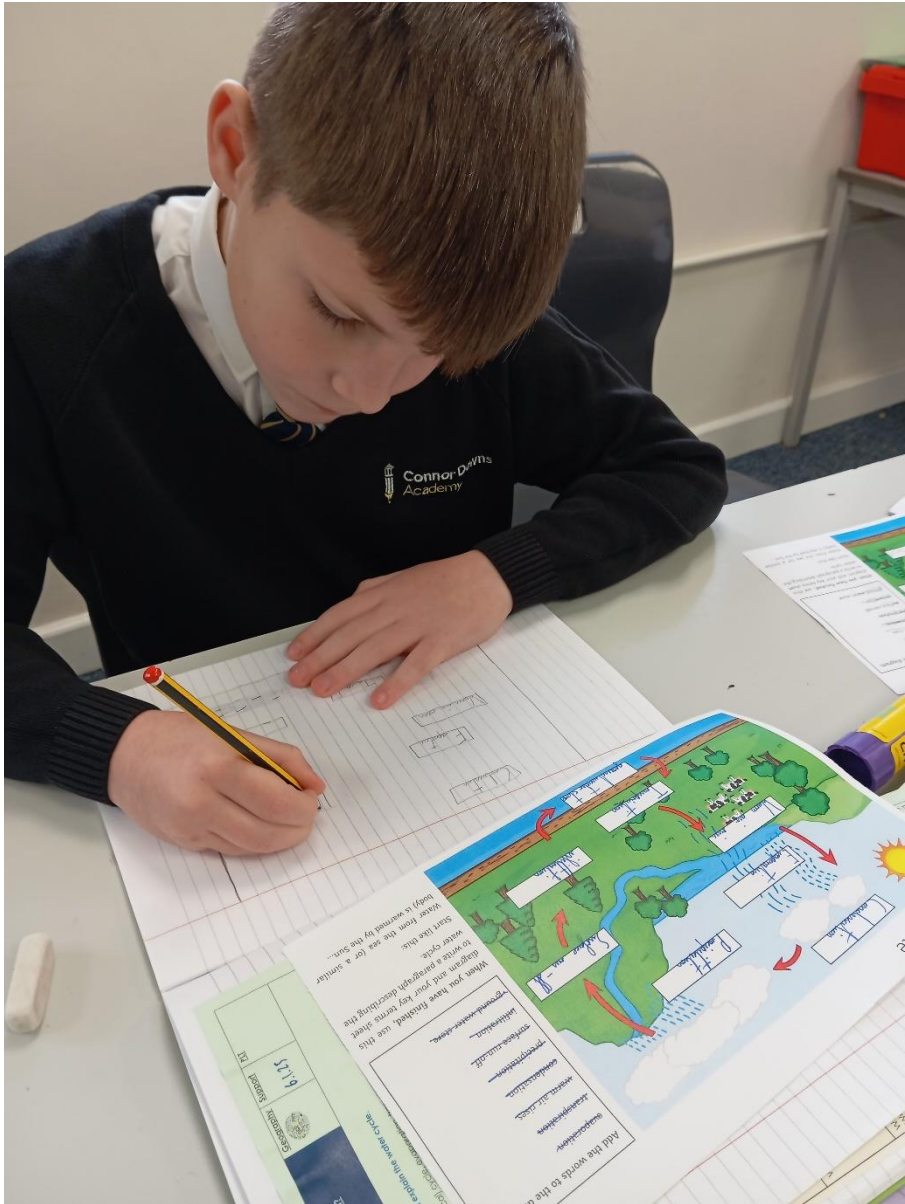
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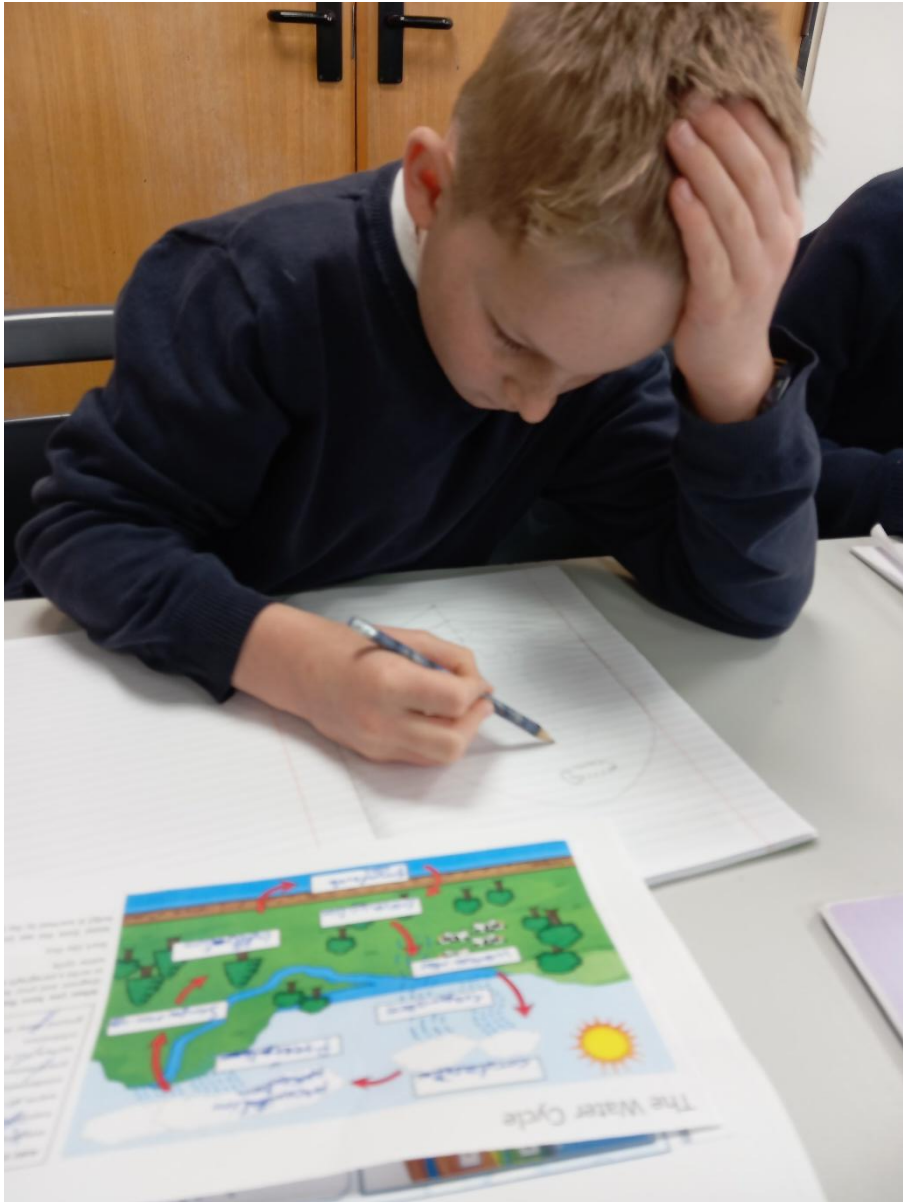
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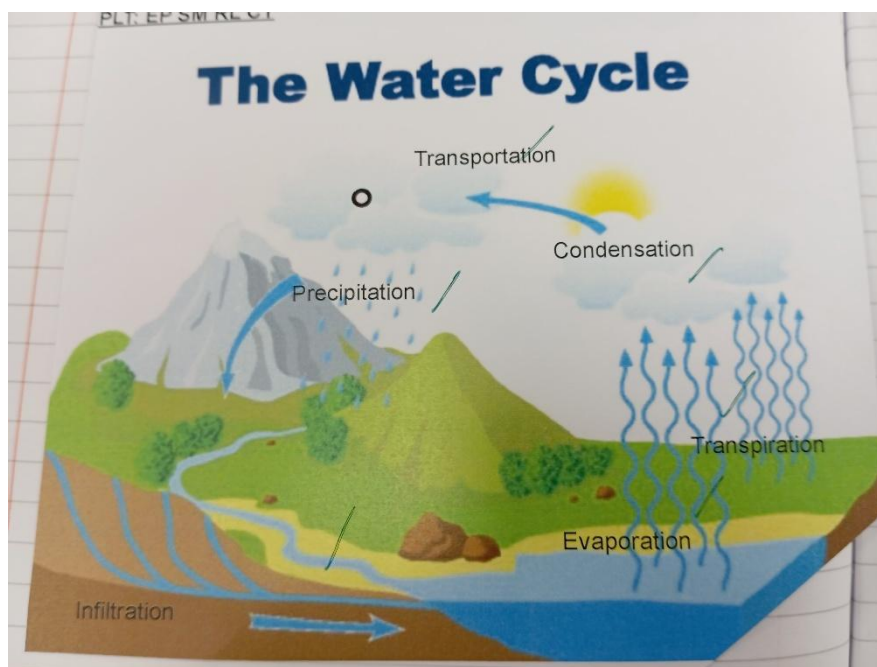
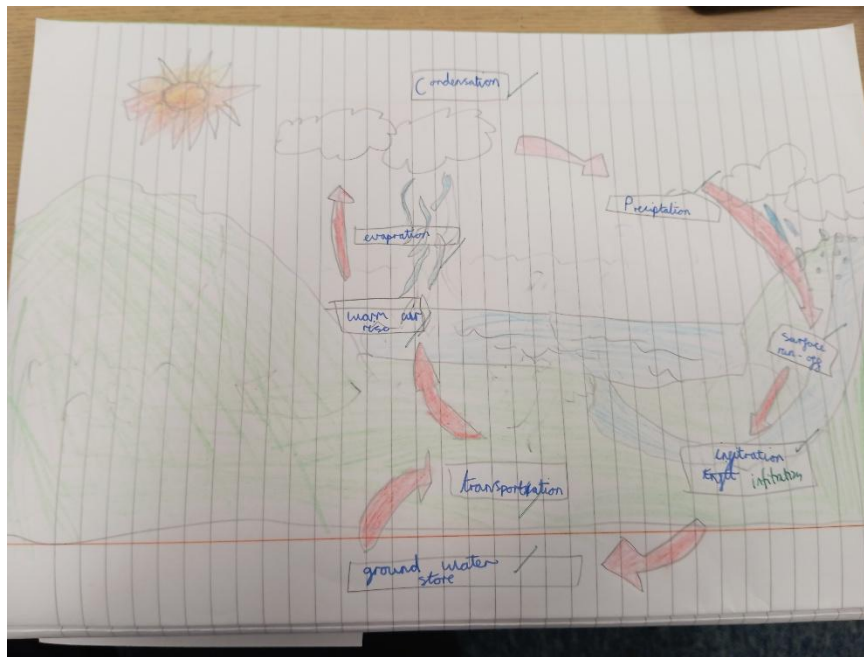
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## Art

In a link with DT, in this topic the children explored the themes, styles and colours of traditional Chinese art. The dragon has been an important symbol in Chinese culture for centuries. The children examined how this has been captured in Chinese art, before creating their own.

Traditional Chinese art is very stylised. People who study Chinese art often start by studying the 'Four Gentlemen'. The children investigated the Four Gentlemen (bamboo, plum blossom, orchid and chrysanthemum) and their meanings before trying the techniques for themselves.



The importance of brushstrokes is just as important for calligraphy as for painting, if not more so. Artists practise for years to master each different character, all of which need to be created using a particular stroke order. The children learned that in Chinese writing, there is no alphabet but that each word has a character to represent it. There are more than 50,000 characters in Chinese but you only need to know around 3,000 to be able to read a newspaper. The children examined the brushstrokes for some characters and tried to imitate the ancient artform themselves.

Next, the children learned about the terracotta army and focused on creating the head and shoulders of a terracotta warrior. Finally the children found out about and recreated the porcelain of the Ming dynasty before evaluating the topic.

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## Design Technology

The topic for this term was "Chinese Inventions". The aim was to discover how Chinese inventions have shaped the world in which we live.

The class discussed the fact that many consider that the ancient Chinese people came up with the four greatest inventions: paper, the compass, moveable-type printing and gunpowder. Using the knowledge they had acquired they then set about making their own paper.

The children made and tested a Chinese hanging compass and evaluated its advantages and disadvantages.

The children investigated what kind of machines the ancient Chinese might have used. In a link to their prior learning in science, the children learned how water wheels, cogs, gears and pulleys all played their role in developing a variety of machines. Having learned about Su Song's astronomical clock the children were then faced with the challenge of making a water clock that would time 2 minutes exactly.

Next, the children worked in groups to focus on which is the best material to make the sail of a kite. They predicted which material they thought would work best and why. Next, they made notes of their observations during the testing of each material. After that, the children wrote a design brief and success criteria for their own kite before making and flying it. Finally, the kites were evaluated and design improvements were recorded.



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## Music

In Music this term, the children learned to sing and play the glockenspiel for two songs – 'Make You Feel My Love' by Adele and 'The Fresh Prince of Bel-Air' by Will Smith.

During each music lesson, the children listened to a range of songs and decided whether they liked them or not. They used the interrelated dimensions of music – pulse, rhythm, pitch (high and low sounds), tempo (speed of the music), dynamics (how loud/quiet), timbre (sound quality) and structure - to explain why they did or did not like each piece they listened to.



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## MFL – French



This year, the children have revised their French vocabulary using the exciting and engaging *Rigolo* French programme. The children have revised their knowledge of counting in French whilst learning to carry out a survey of pets. Through their conversations the children have revised common greetings and extended the range of questions and responses that they can give.



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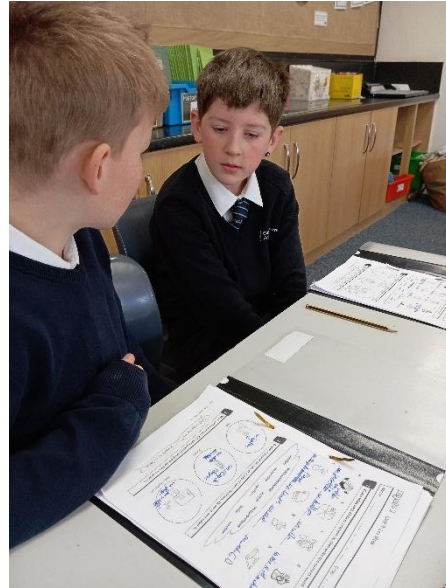
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## Computing

In year 5, the use of ICT is integrated into all of our topics. In ICT, the children regularly use the iPads and chromebooks to AR quiz and access educational apps such as Sumdog and TTRS to track and enhance their learning opportunities.



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Safety on the internet is vital and is revised every year and was revisited on our Junior Life Skills visit at Tolvaddon Fire Station. The children have learned how to research key questions on the internet and show good judgement when reading web content. When editing and redrafting their newspaper reports in Google Classroom, the children understood how to insert and resize images and spell check their work. In a link to maths, the children have faced numerous Sum Dog challenges linked to their learning and they have used TT Rockstars to sharpen their tables knowledge and understanding.

Finally, the children learned about visual media and video editing. They employed the filming techniques they learned about how to create and edit a short video with their peers, linked to our geography topic.

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In addition, the children have learned how to program and debug microbits. They have learned how to pair their device and download their code independently. The children have sent coded messages and programmed a rock, scissor, paper game to play with their friends.

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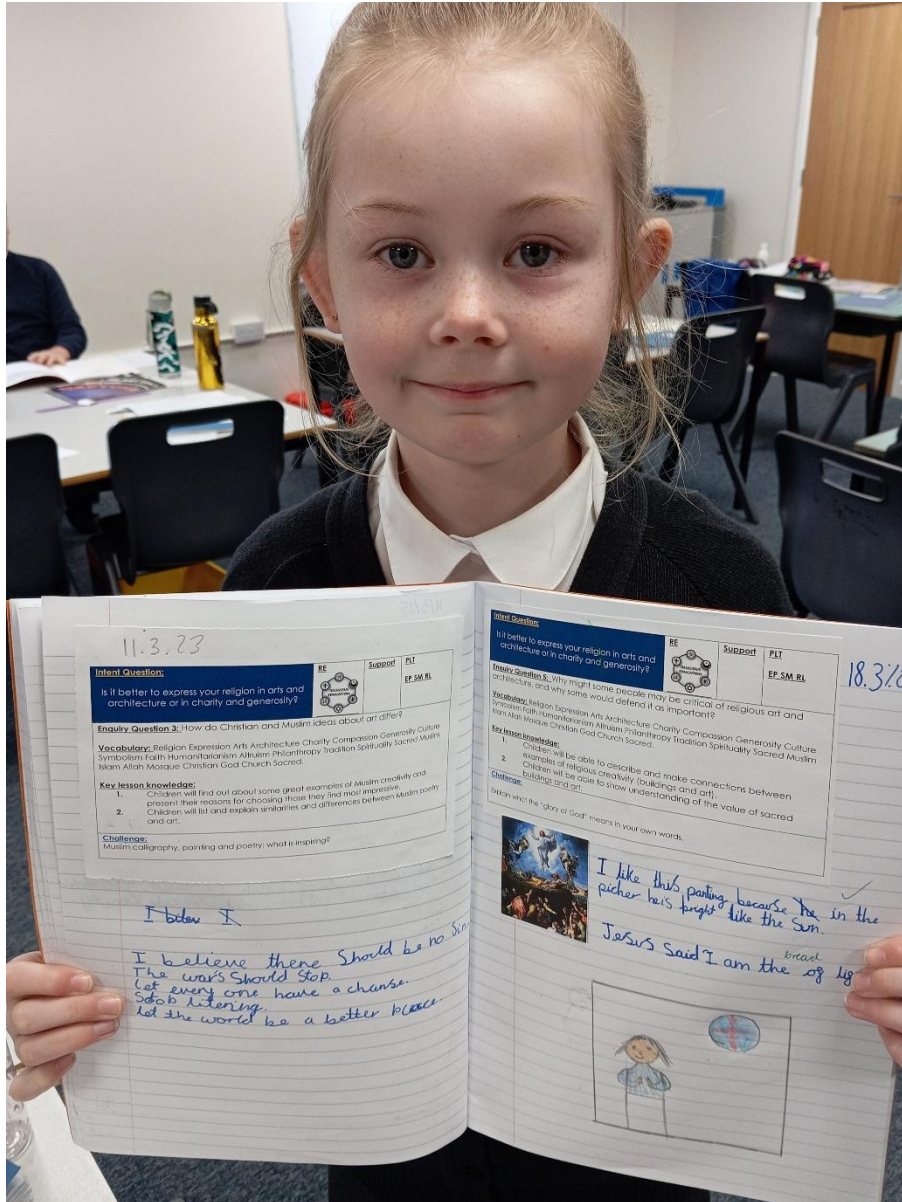
## RE

This term the focus on in Year 5 has been about Islam.

The children have been answering the question: What is it like to be a Muslim in Britain today?

Through the teaching and independent research the children have learned about the 5 pillars of Islam. They have thought deeply about how and why people pray. They understand the significance of prayer for Muslims and considered how this affects their daily lives. They have looked for similarities and differences with another world religion using their prior knowledge of Christianity.

Furthermore, the children have investigated the question of whether it is better to express your belief through art and architecture or charity and generosity.



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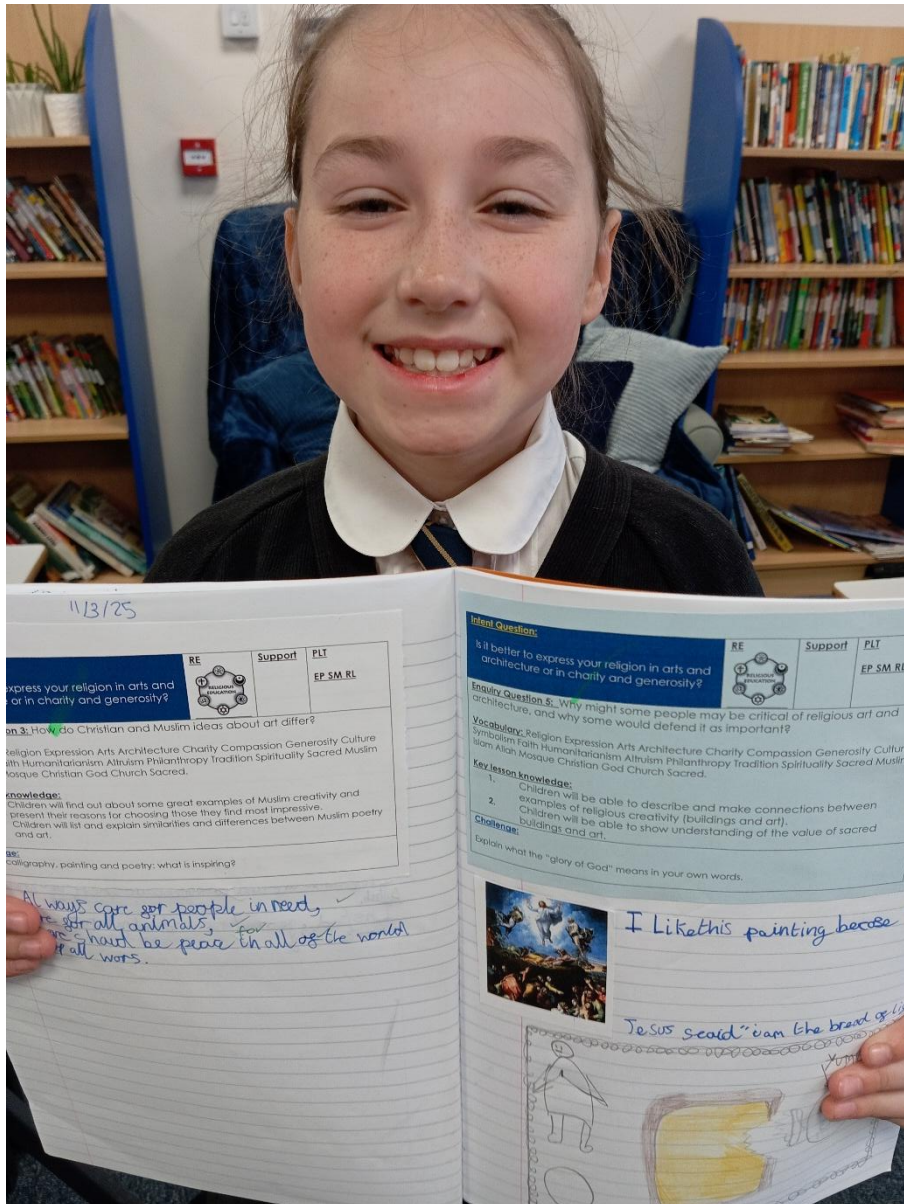
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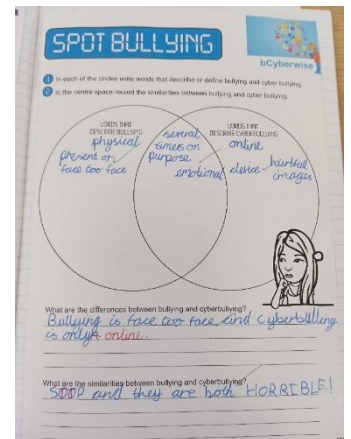
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## PSHE



PSHE (Personal, Social, Health and Economic Education) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) program, but is present in all that we do in school.

Through discussion and collaboration, the children have responded to difficult scenarios and explained the reasons behind their decisions. In order to develop their empathy and understanding, the children were asked to consider people's different viewpoints in a variety of scenarios.



In a link with computing, we examined internet safety and how people represent themselves online. Furthermore, we listened to a talk on internet safety with our local PC and discussed the role of the emergency services.

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