



Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 5

Spring Term 2024

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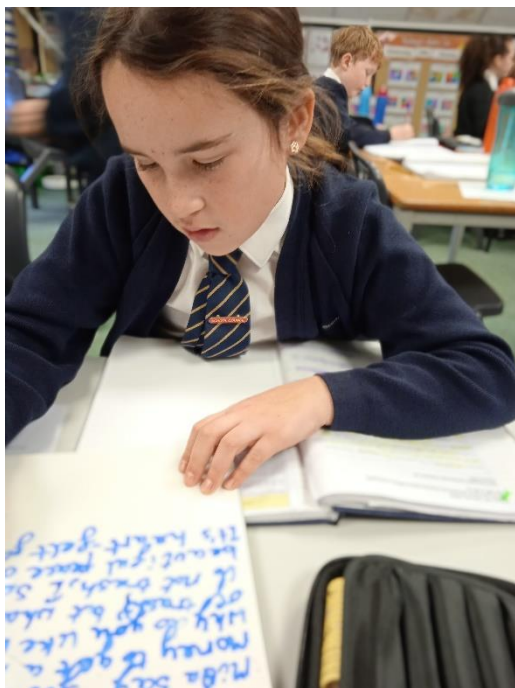
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English



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.

in their writing.

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

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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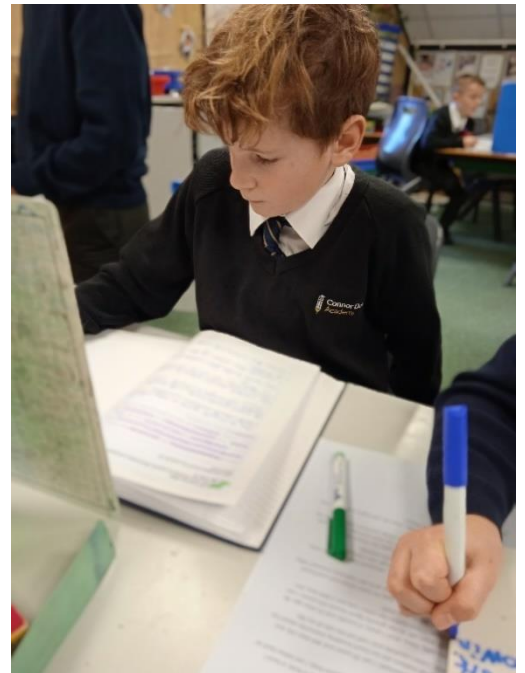
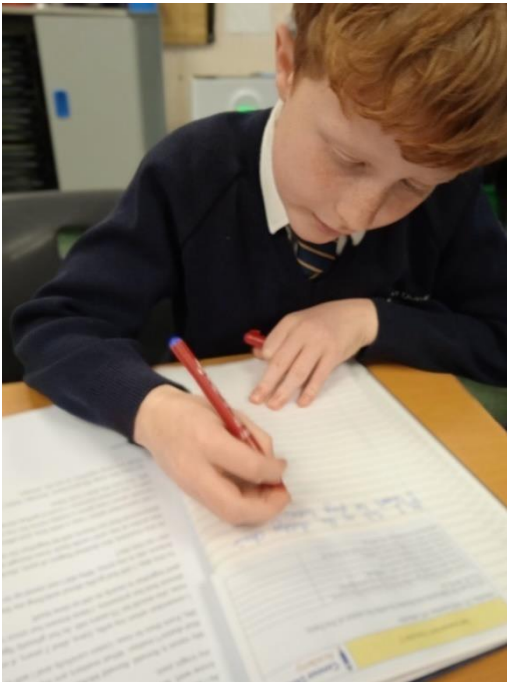
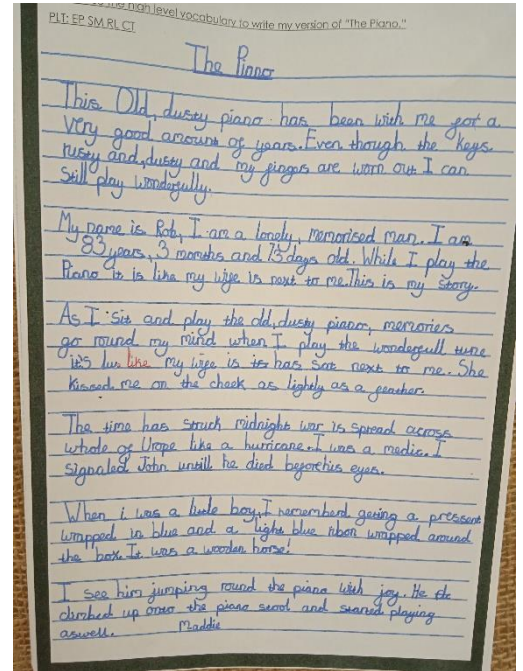
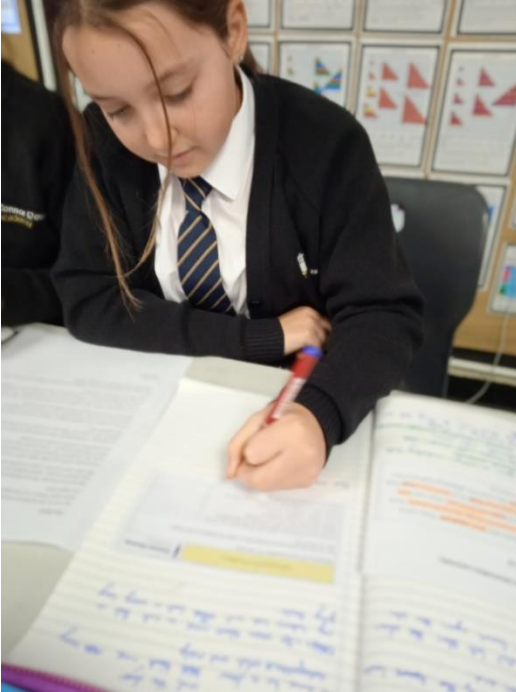
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Maths



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. Our new number stick illustrates the patterns in the tables for the children to learn which is complemented by the use of *TTRS* and *Sumdog* on our chrome books.

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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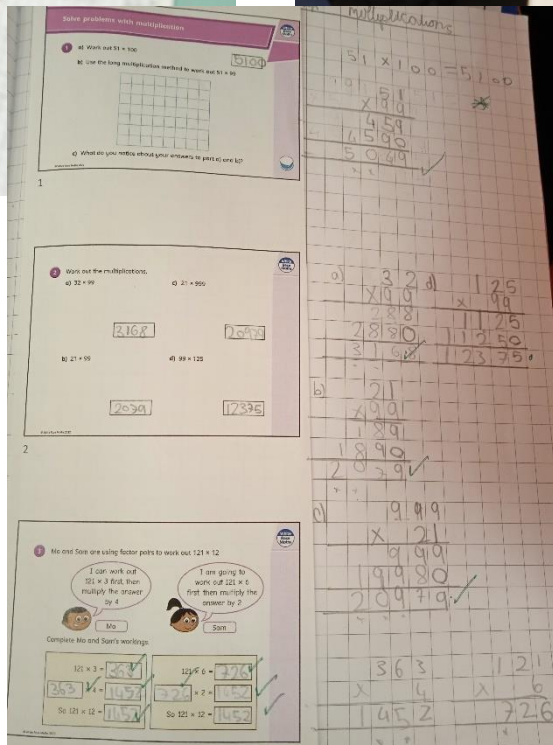
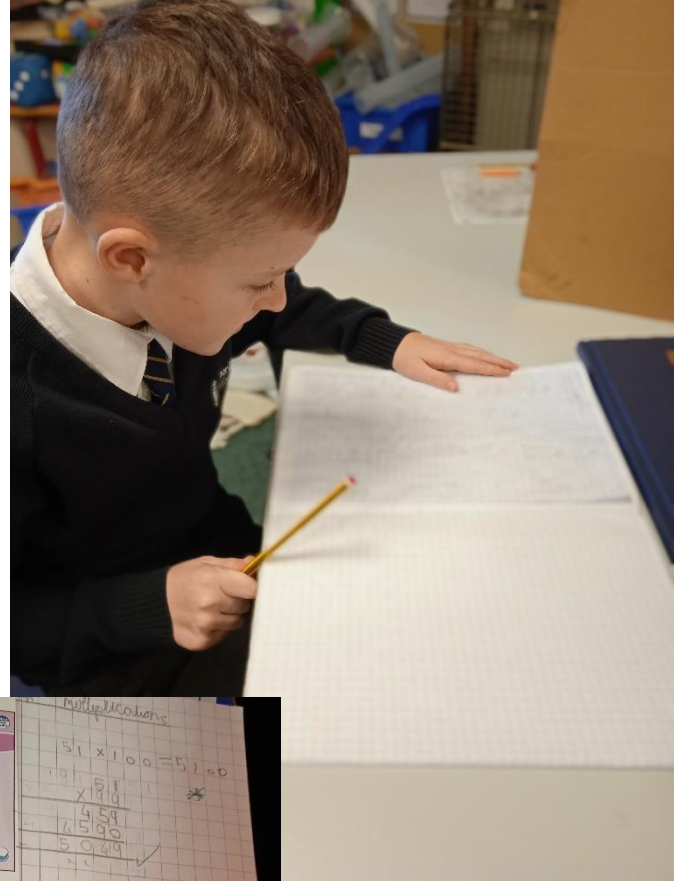
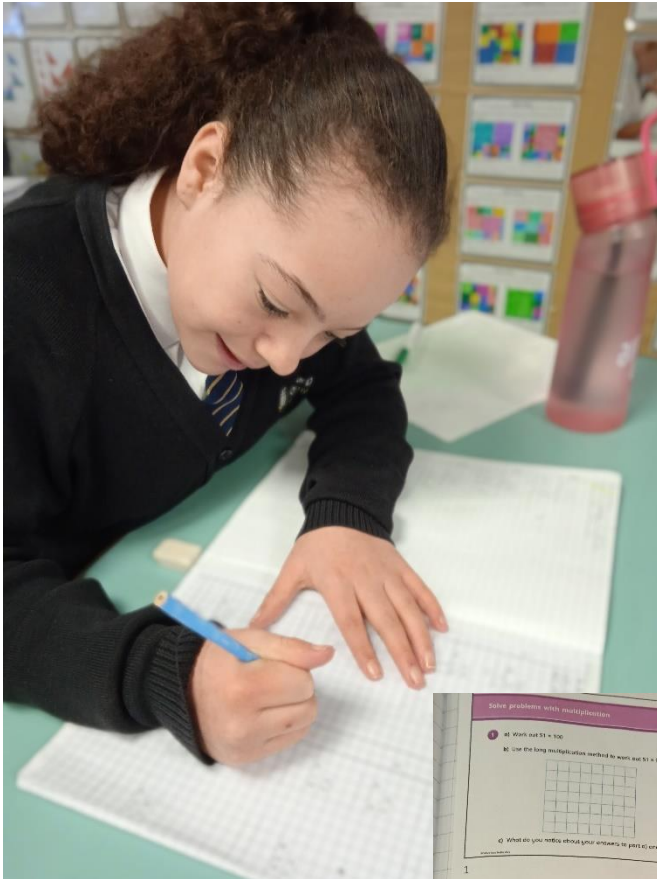
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Science

The first science topic this term has been about changing materials which 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.

A highlight of the topic was a visit to Nexus for the Fish and Chip Shop SOS. The children worked in a laboratory to grind, dissolve, filter and evaporate a solution to purify rock salt in order to "save dinner". The children used Bunsen burners safely and were able to record their observations and conclusions, having had a great secondary school science experience.

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.

On our second trip to Nexus, we learned about life cycles and dissected a daffodil.

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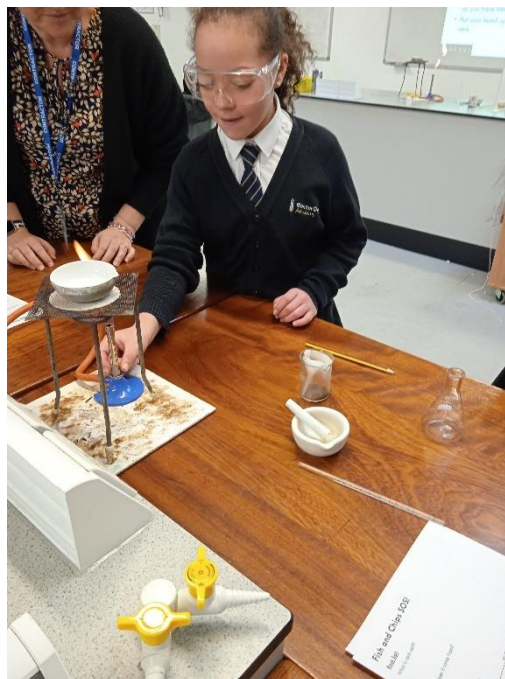




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PE



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 were then selected 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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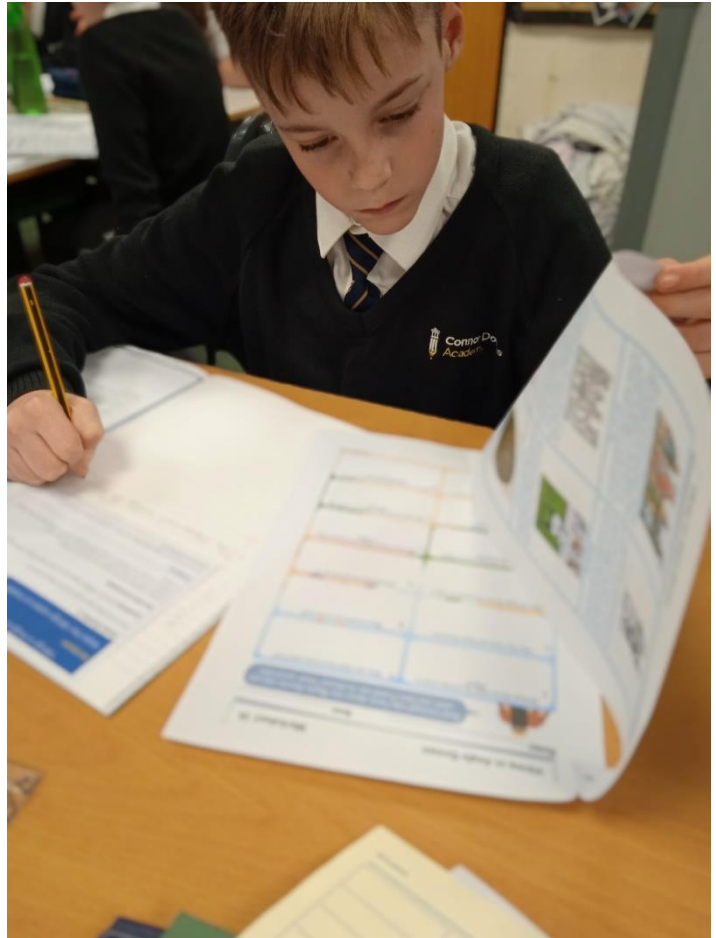
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History

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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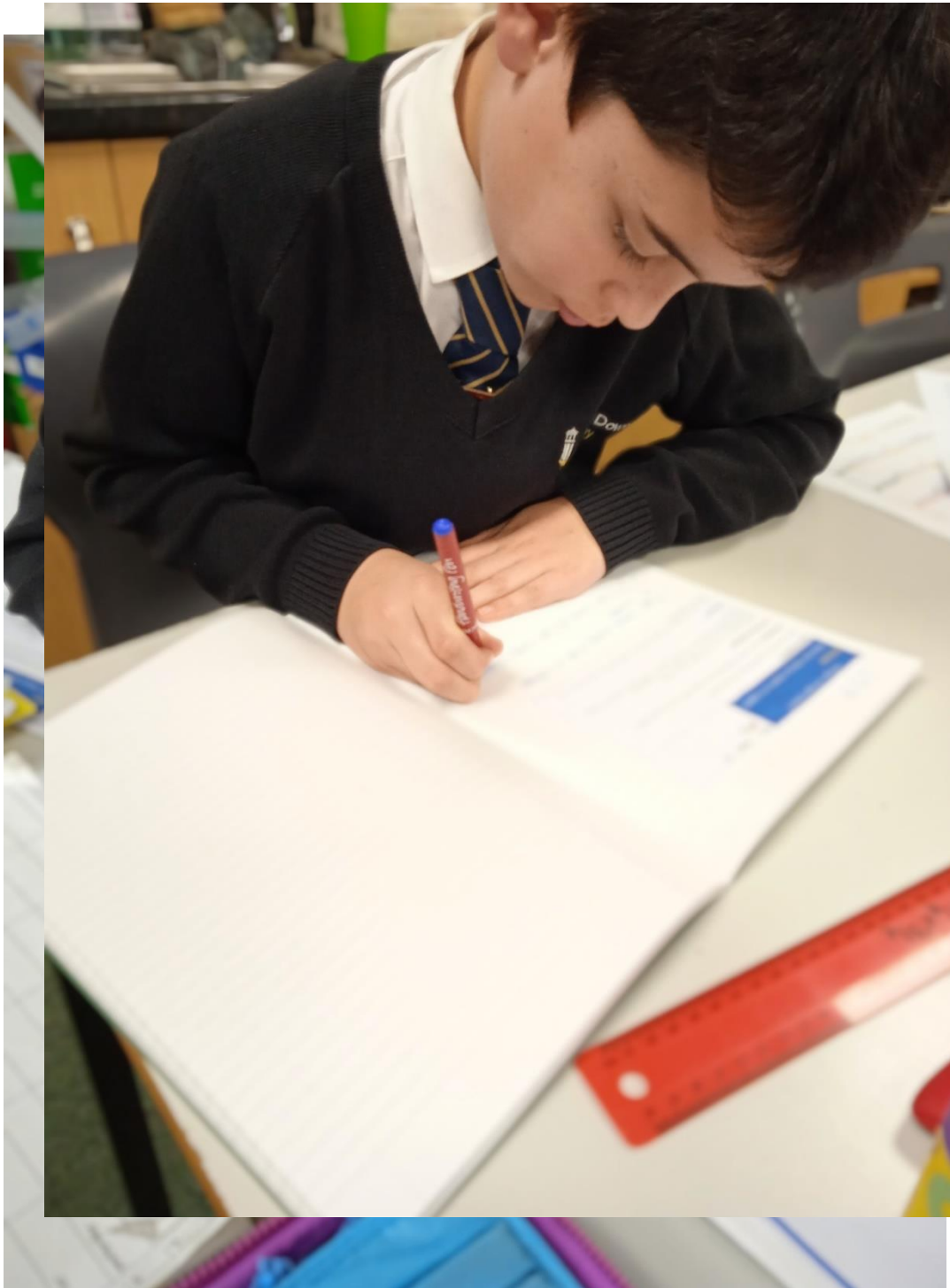
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Geography

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.

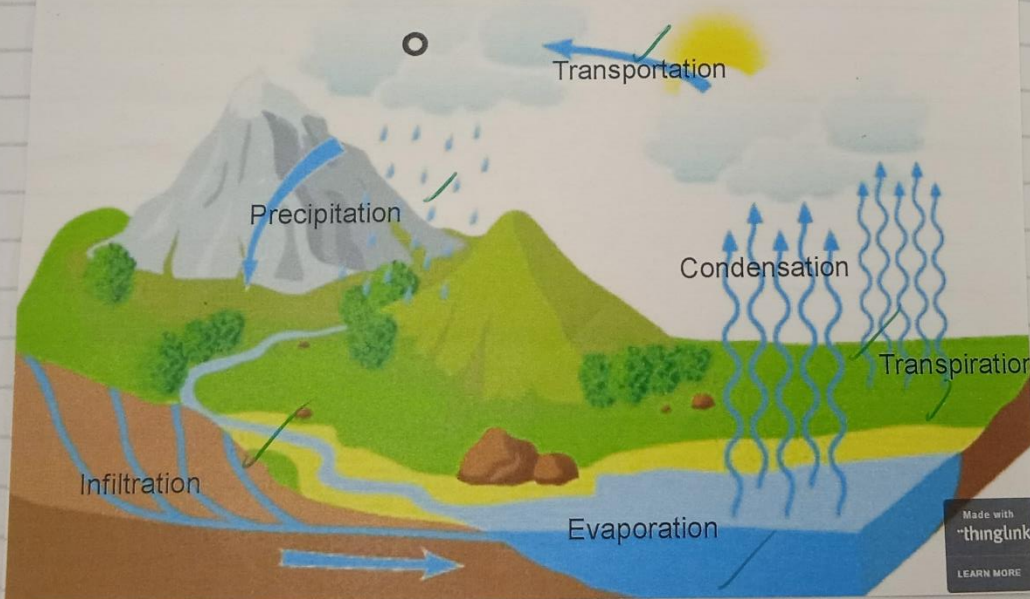
Name Senara

Wednesday 23rd February

LO: To understand the water cycle (Geography and Science).

PLT: EP SM RL CT

The Water Cycle



Will you ever see the water you c

Enquiry Question 2:

2. To find out about

Vocabulary: water (hydrologi), percolation, condensation, p, river, meander, bank, conflu, lower course, middle course, climate change, global war

Key lesson knowledge:

Children can explain what
Children know some of the
Children can explain the p

Challenge:

Find out 3 interesting fac

25 2B

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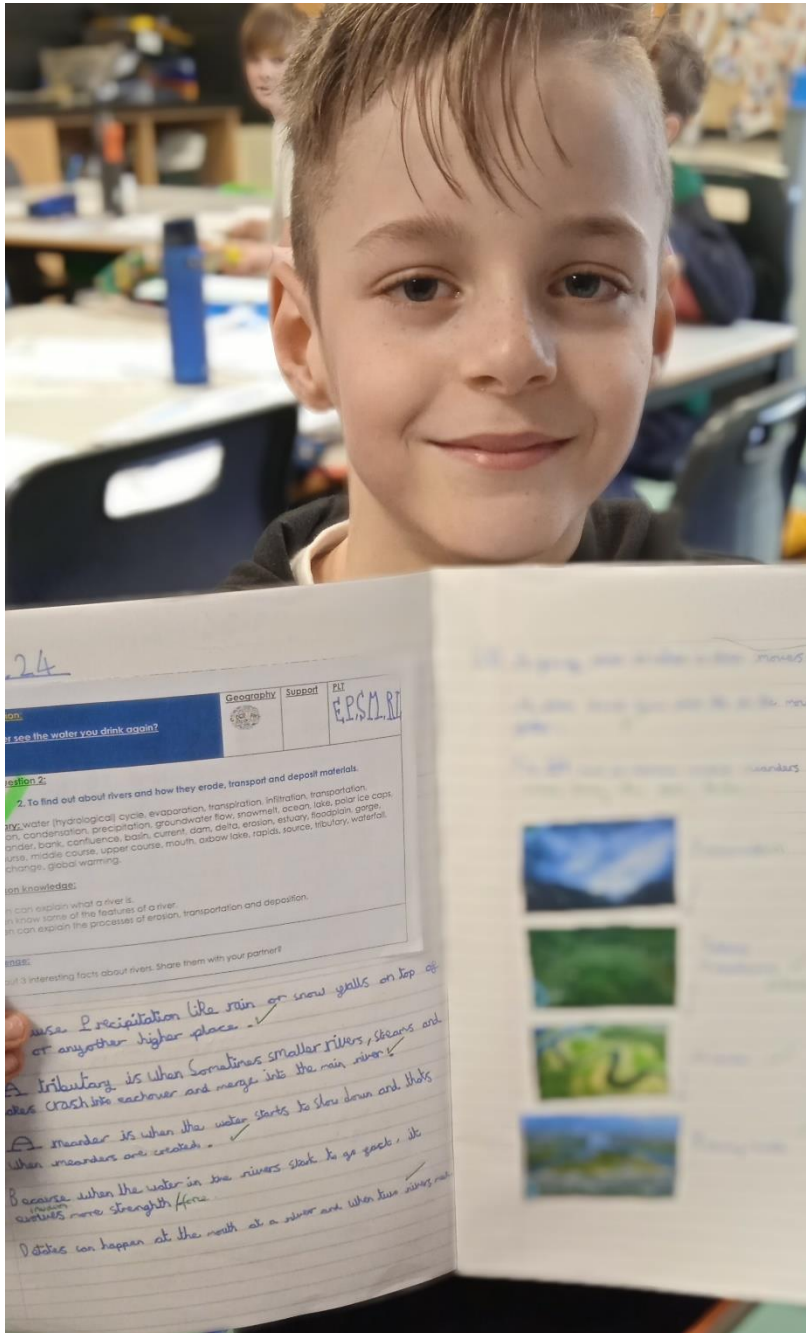
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O. J. A. T

Intent Question: Will you ever see the water you drink again?	Geography	Support	PLT EP IE
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Enquiry Question 3:
3. To find out why rivers are important.

Vocabulary: water (hydrological) cycle, evaporation, transpiration, infiltration, transportation, percolation, condensation, precipitation, groundwater flow, snowmelt, ocean, lake, polar ice cap, river, meander, bank, confluence, basin, current, dam, delta, erosion, estuary, floodplain, gorge, lower course, middle course, upper course, mouth, oxbow lake, rapids, source, tributary, waterfall, climate change, global warming.

Key lesson knowledge:
Children can describe some river uses.
Children can use secondary sources to find out information.
Children can support their points with statistics and specific data.


Challenge:
Find out data and statistics about the River Hayle and report them back to the class.

Name: Eden Senara Lola
Friday 8th March
Learning Objective: To find out why rivers are important.
PLT: EP IE

Vocabulary: water transport habitat energy farming leisure


Transport- Water transport can move heavy things such as trucks, cars and lorries. It can also be used for amusement, like boat rides and fishing.

Habitat- A lot of streams and rivers have much wildlife living there. You can find animals such as fish, ducks, swans, birds, otters and much more. Rivers are



a source of food and water to humans and animals.

Energy- Rivers can produce hydroelectric power. It can be used to power lights, screens and more. River energy can pull ships, boats and heavy things with its amazing energy.



8/3/24

Intent Question: Will you ever see the water you drink again?	Geography	Support
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Enquiry Question 3:
3. To find out why rivers are important.

Vocabulary: water (hydrological) cycle, evaporation, transpiration, infiltration, transport, percolation, condensation, precipitation, groundwater flow, snowmelt, ocean, lake, river, meander, bank, confluence, basin, current, dam, delta, erosion, estuary, floodpl, lower course, middle course, upper course, mouth, oxbow lake, rapids, source, tributa climate change, global warming.


Key lesson knowledge:
Children can describe some river uses.
Children can use secondary sources to find out information.
Children can support their points with statistics and specific data.

Challenge:
Find out data and statistics about the River Hayle and report them back to the class.

Name: Sam
Friday 8th March
Learning Objective: To find out why rivers are important.
PLT: EP IE

Vocabulary: water transport habitat energy farming leisure

1. Water is a better way for making electricity instead of using fossil fuels, gas and charcoal power stations.
2. Water is a good way for transporting stuff like cars because you could have a big boat to transport the car across the river



Art

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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 3000 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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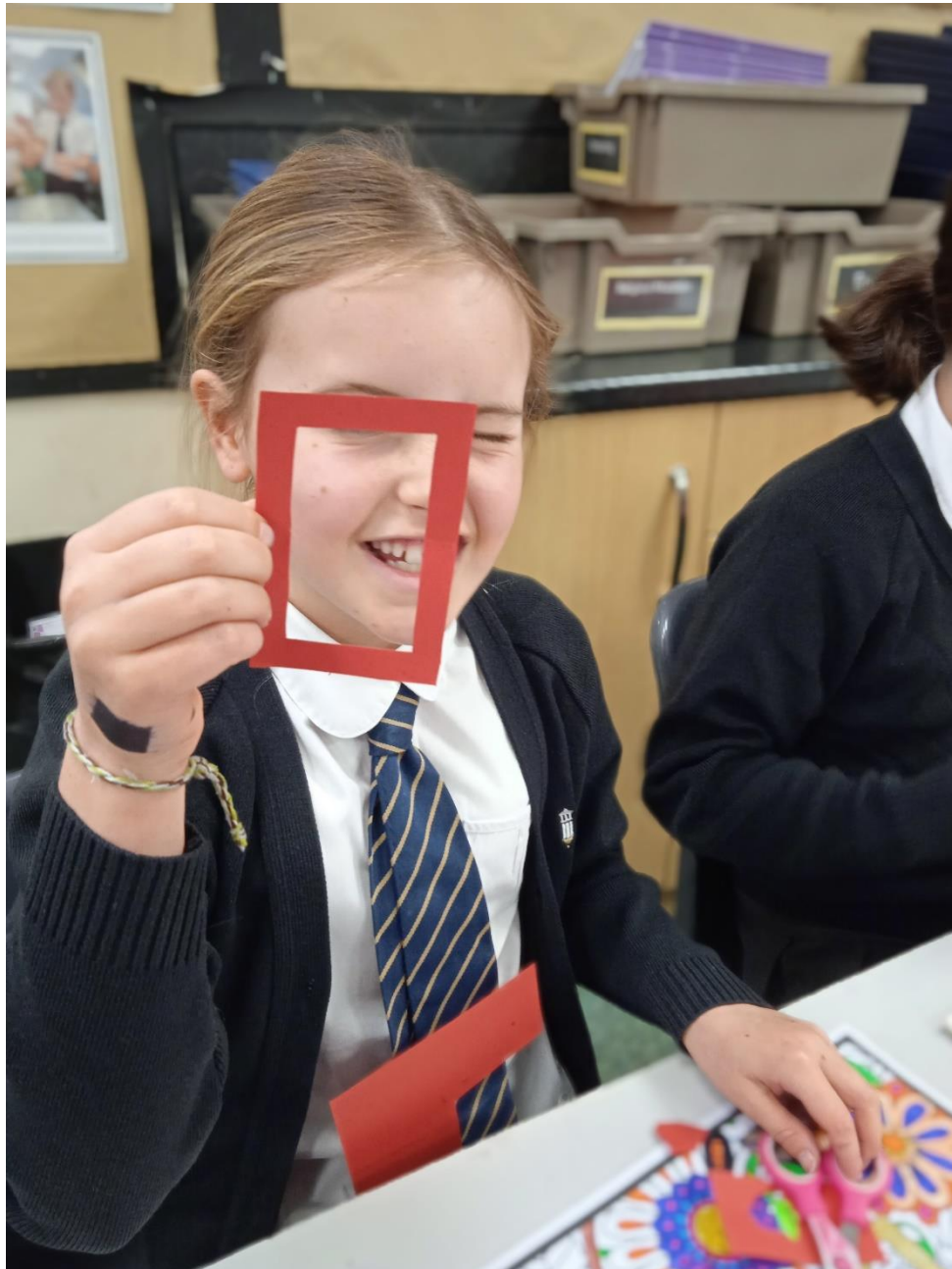




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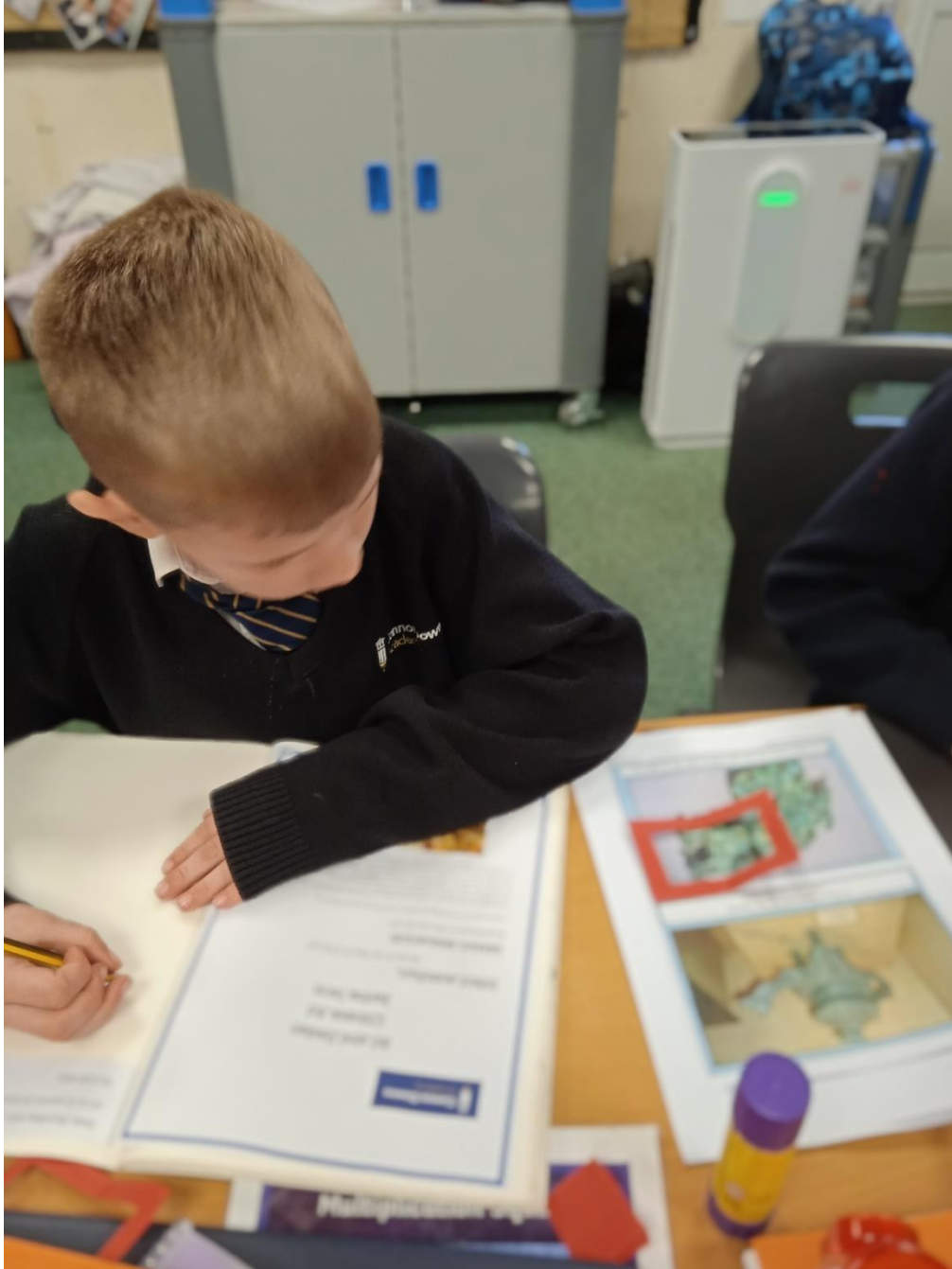




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Design Technology

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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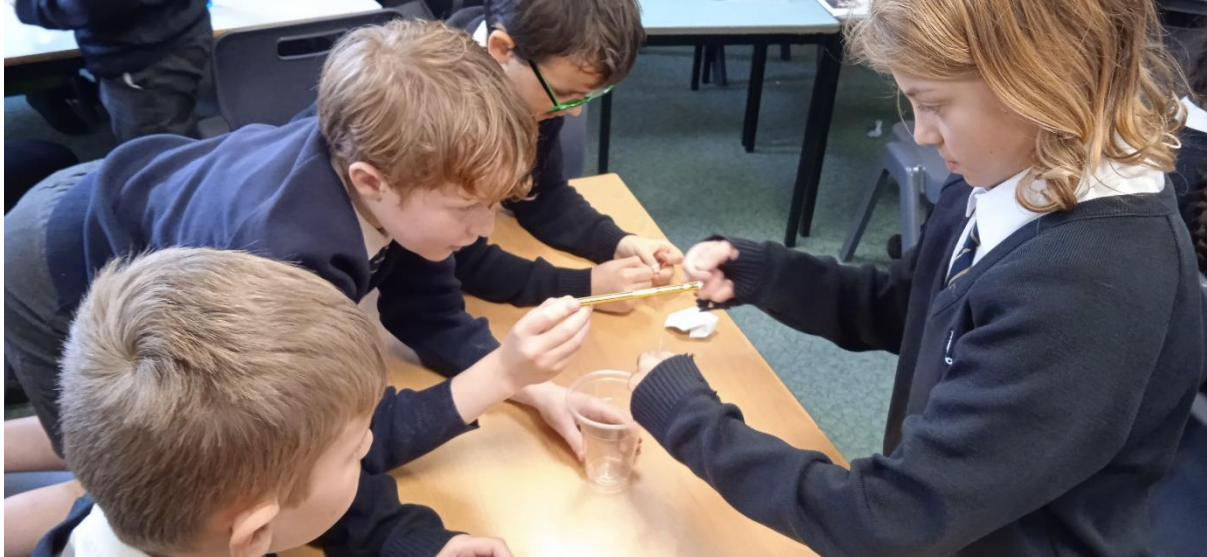




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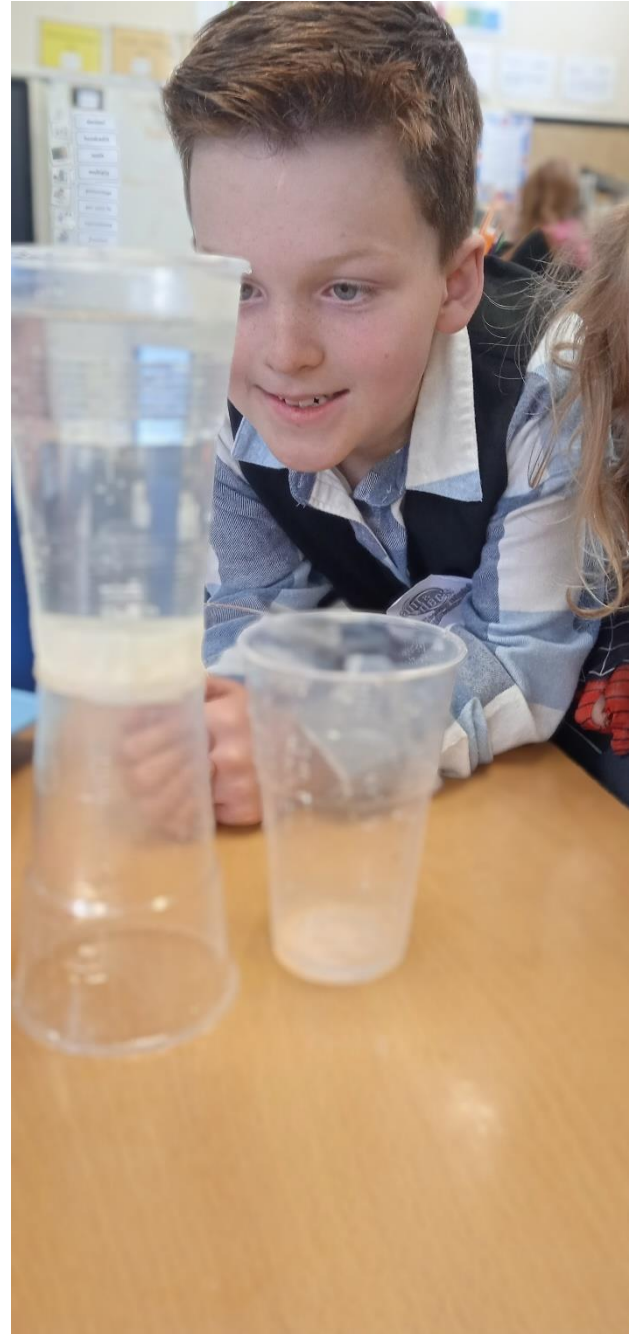




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Music

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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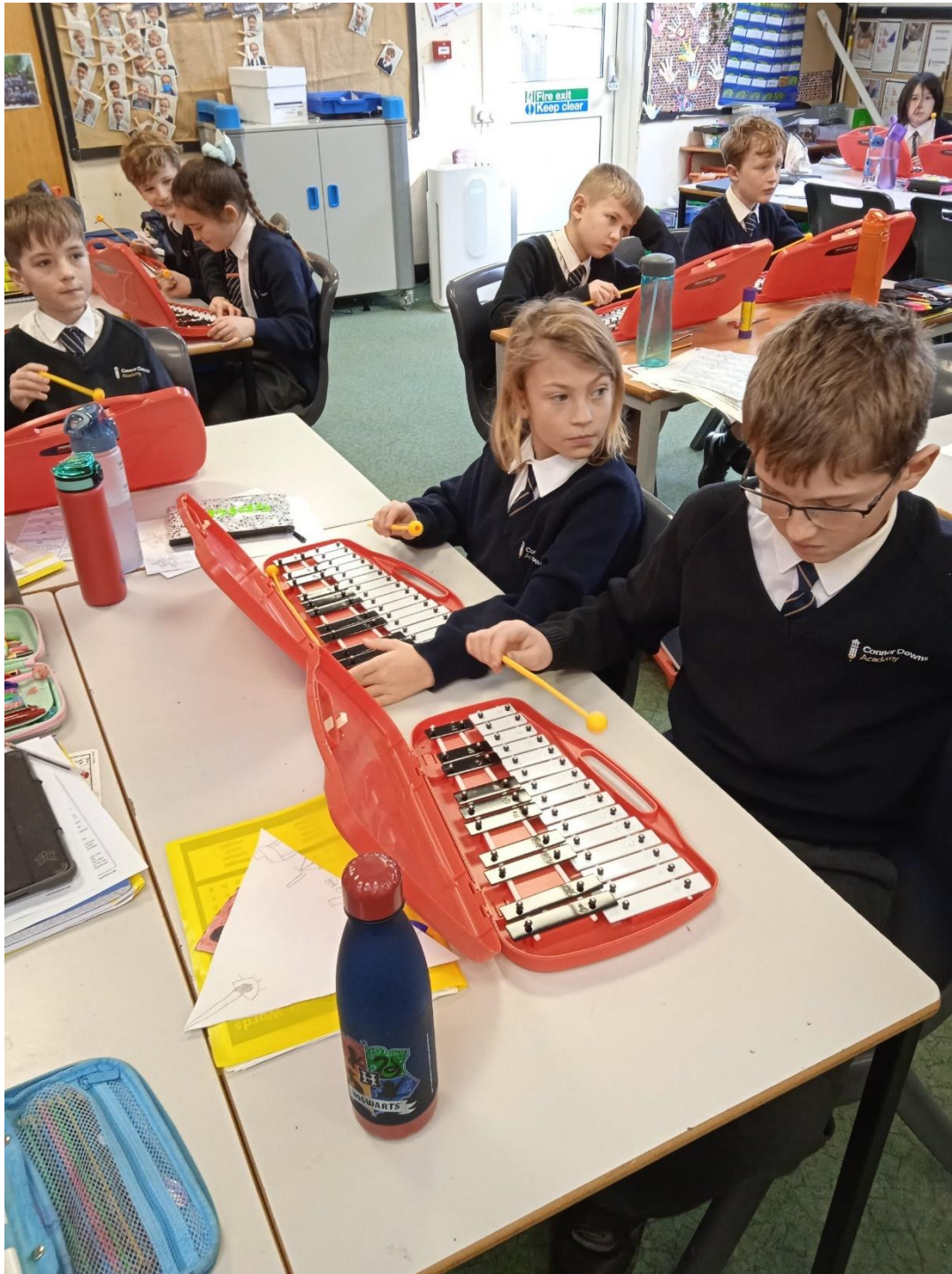
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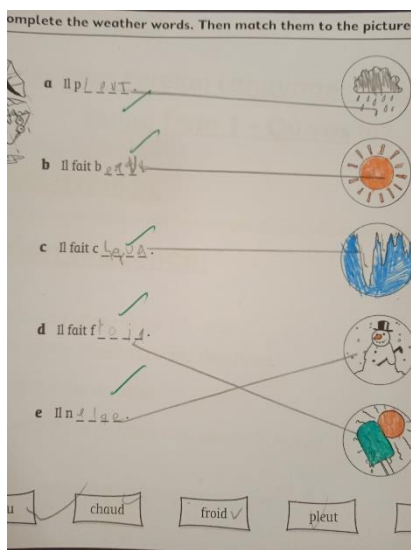
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MFL – French



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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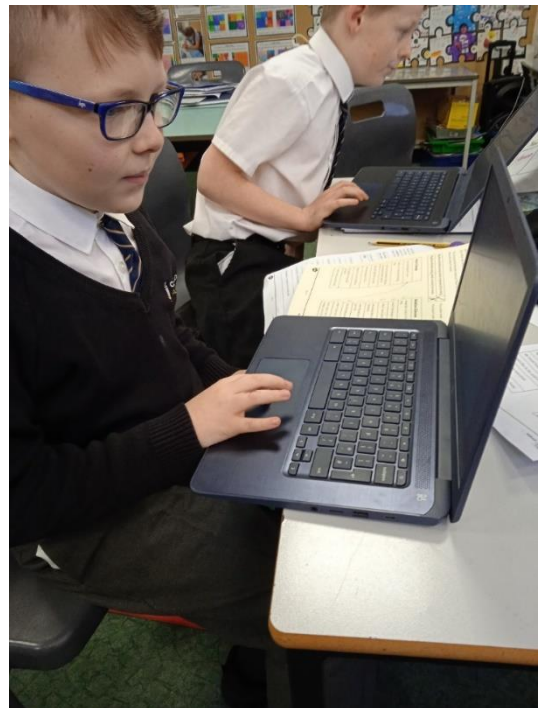
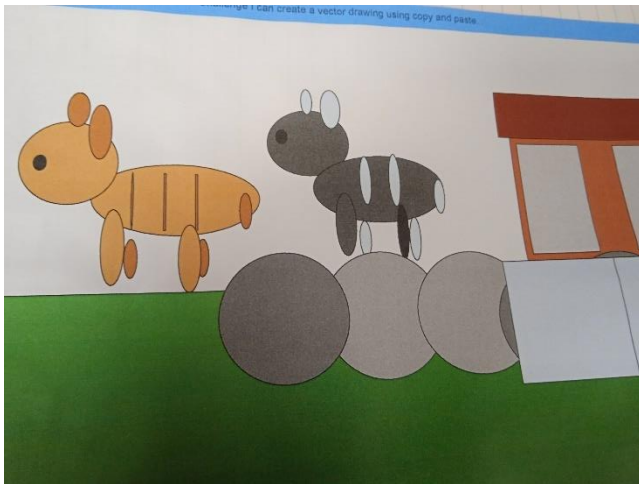
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Computing

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. The children have used Google Classroom to type, insert images and edit their work e.g. editing and improving their big write. As part of our internet safety, the children learned about the importance of age restrictions and protecting their online identity.

This term, the children learned how to create vector drawings (a graphic or picture made from lines). The children experimented in how to draw and resize shapes, add colour, change borders and adjust the weight of lines. Next, they learned how to layer the images and arrange them to make icons that could be copied multiple times to produce a final design. The children have then used their skills in other areas of the curriculum to record their work.



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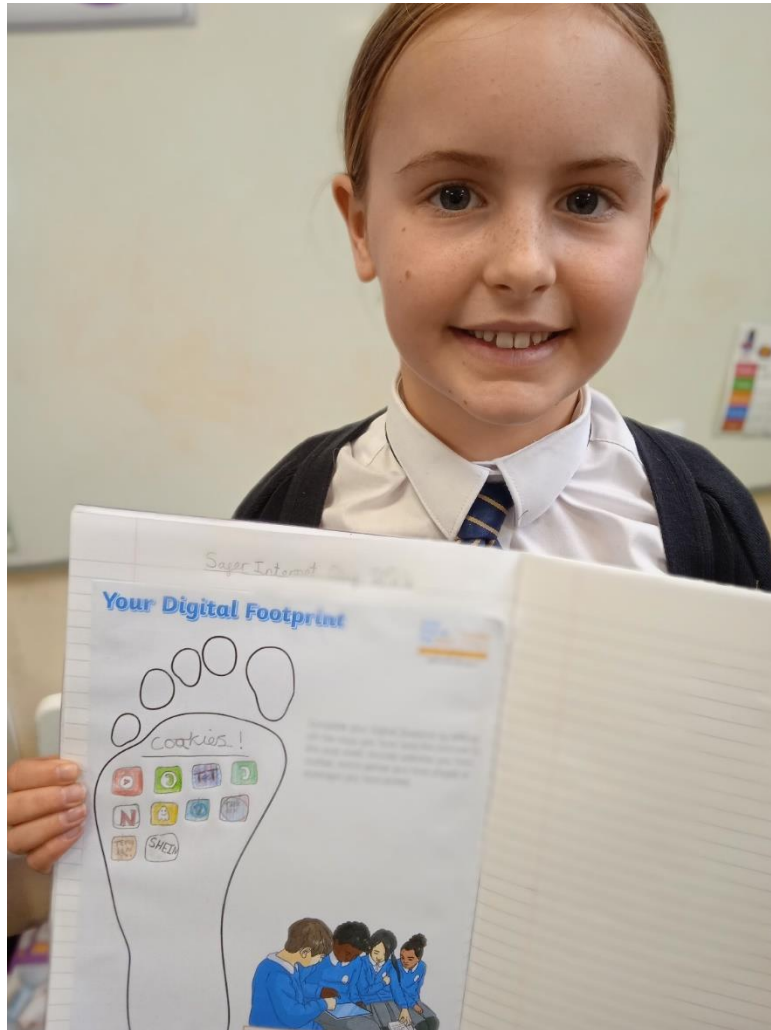




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In addition, the children have learned how a database works. They have asked "and" and "or" question about a database linked to our previous work on the Titanic. Finally, they used a real-life database to research flight details to plan a vacation.

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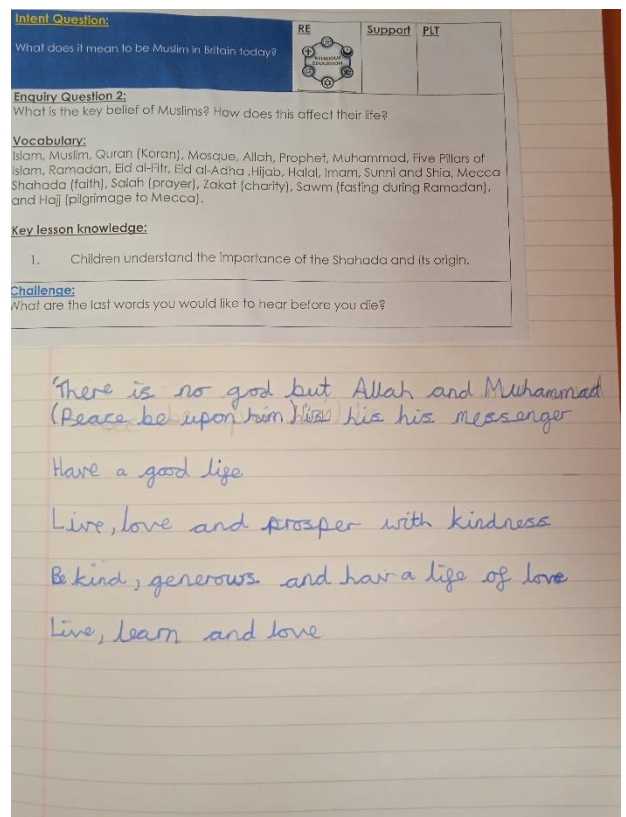
RE

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 whether it better to express your belief through art and architecture or charity and generosity.



Intent Question:
What does it mean to be Muslim in Britain today?

Enquiry Question 2:
What is the key belief of Muslims? How does this affect their life?

Vocabulary:
Islam, Muslim, Quran (Koran), Mosque, Allah, Prophet, Muhammad, Five Pillars of Islam, Ramadan, Eid al-Fitr, Eid al-Adha, Hijab, Halal, Imam, Sunni and Shia, Mecca, Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting during Ramadan), and Hajj (pilgrimage to Mecca).

Key lesson knowledge:
1. Children understand the importance of the Shahada and its origin.

Challenge:
What are the last words you would like to hear before you die?

There is no god but Allah and Muhammad
(Peace be upon him) his his messenger

Have a good life

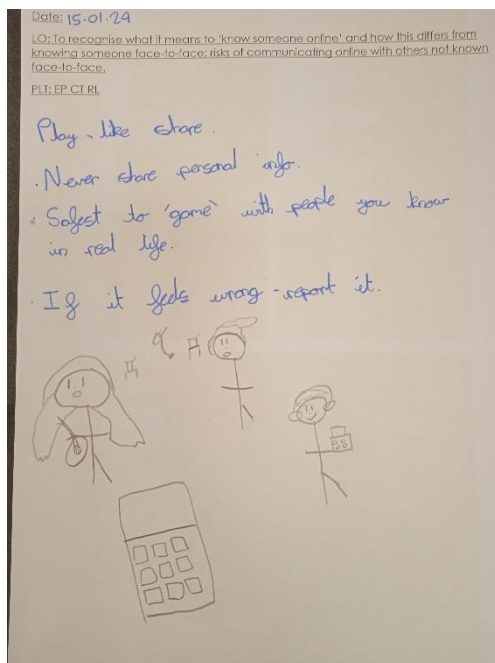
Live, love and prosper with kindness

Be kind, generous and have a life of love

Live, learn and love



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.

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