



Year 5

Spring Term 2023

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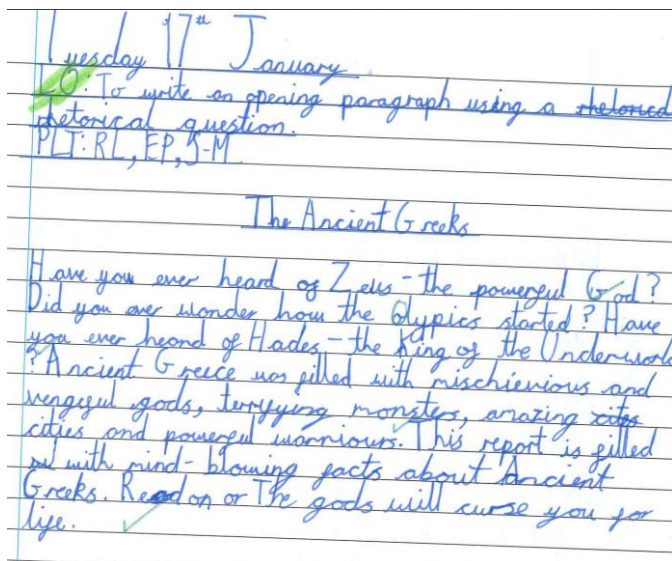
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English



Our first topic linked to our ancient Greek history topic. The children read a variety of non-chronological reports and identified the text features to compile a toolkit to use in their own writing. Through additional research tasks the children deepened their historical knowledge and demonstrated this in their report writing. The class enjoyed reading about the vengeful Greek gods and myths and legends such as Medusa and Pandora's box. In preparation for Year 6 SATs, the children answered

question from a past SATs reading paper about King Midas.

The children have developed their persuasive writing in order to sell a dream house in the Himalayas. By immersing themselves in persuasive texts they were able to identify the key features to apply to their own writing. In a link with history, the children studied 17th century fashion and cosmetics before designing an advert to sell their cosmetic product as part of a "Big Write".

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 ERIC (Explain, Retrieve, Interpret and Choice) 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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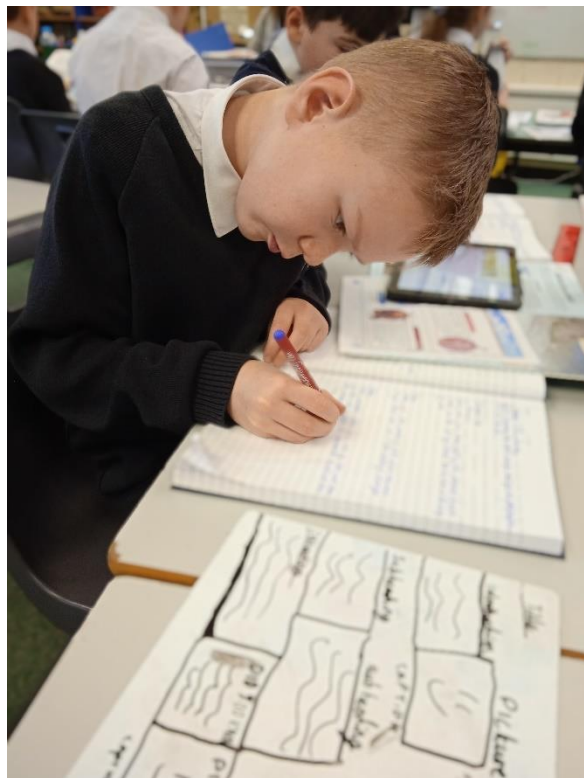
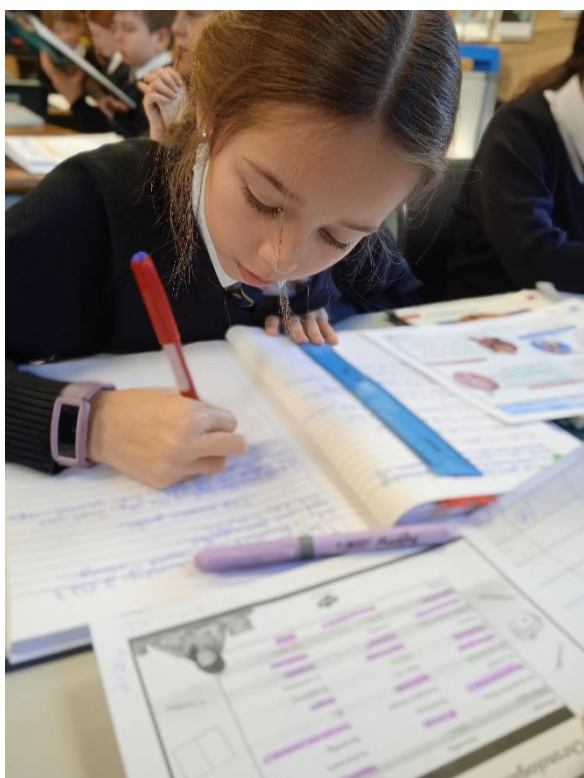
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Maths



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.

Ready to progress

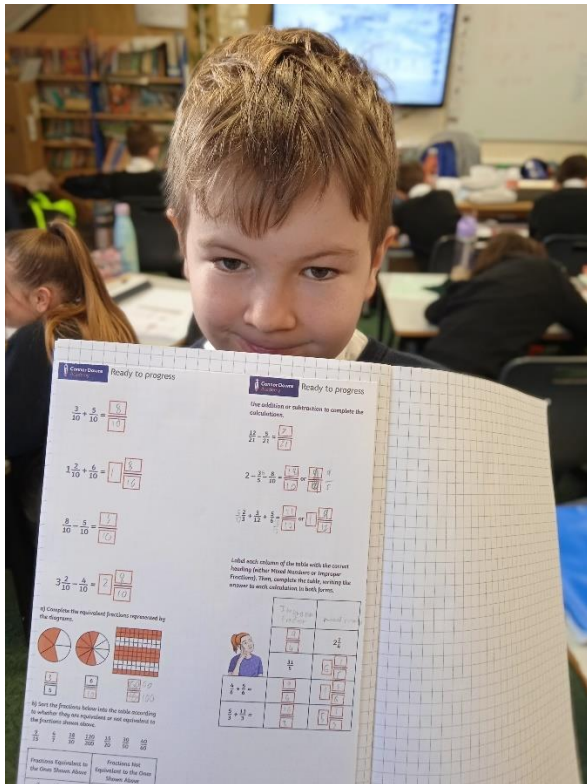
True or false? Prove your answers:

Exactly four of the representations are equivalent to $\frac{2}{3}$

8 out of 12

The fractions are equivalent.

Mrs Rose buys 6 cakes for a party. Each cake is cut into 8 pieces. There are $2\frac{1}{2}$ cakes left at the end of the party. This means that 28 pieces of cake were eaten.



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Science

The first science topic this term has been about 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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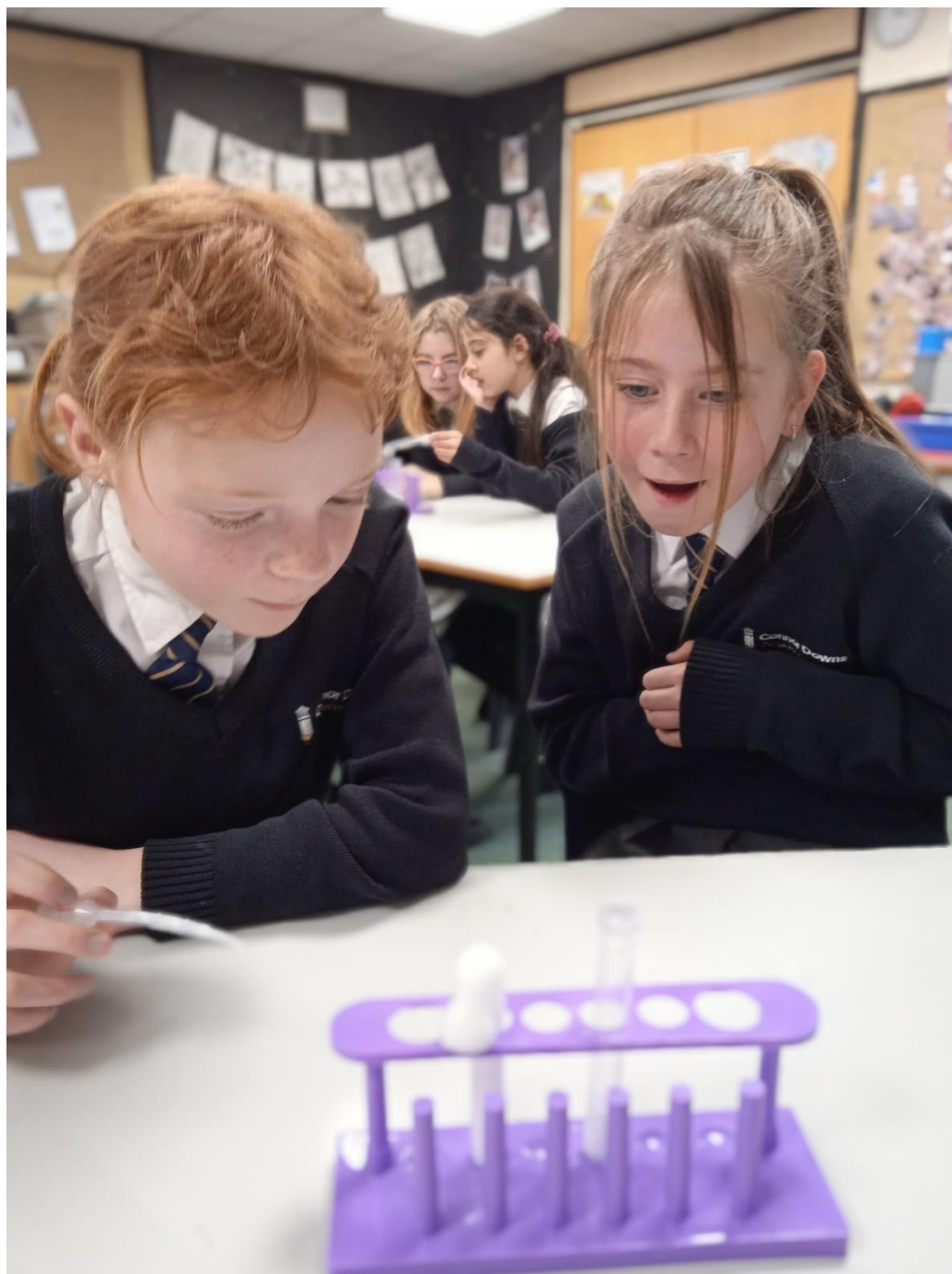
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PE



Whilst studying health related fitness, the children have had the opportunity of working with CrossFit Penzance and performed a wide range of exercises in a working 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.

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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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History

The children focused on answering the question: What was it like to work in a Cornish tin mine? As part of the topic we invited a mining expert from Geevor to our school to teach the children about the mines. He was able to lend us a variety of artefacts that the children were able to examine and discuss. The highlight of the topic was the opportunity to visit Geevor mine itself and find out first-hand what it was like to go underground into a mine.



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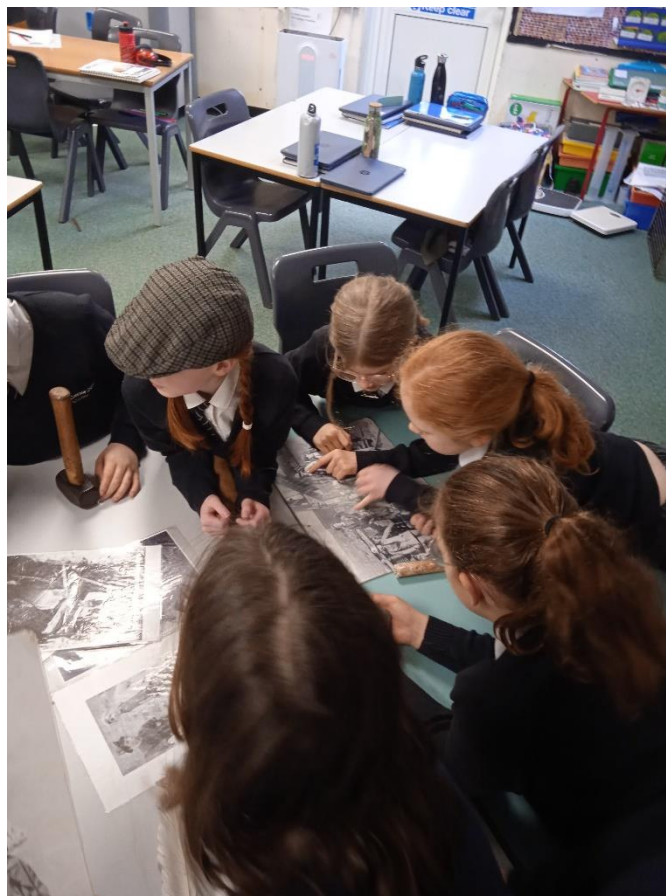
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Geography

Introduction What do we use a river for?

We are learning about our water and how we use it daily.

Water

We can use water for electricity, leisure, habitats and farming. Water can be used for baths, drinking and you can use your oven with water.

Transport

The canal in Llangollen is 41 miles long and it is also in Welsh. The world's longest canal is the Grand Canal and the Grand Canal is 1,100 miles long.

Leisure

You can fish, boat, kayak and you can jet ski.

Habitat

Rat, water voles, bats, otters and beavers live in a river.

Energy

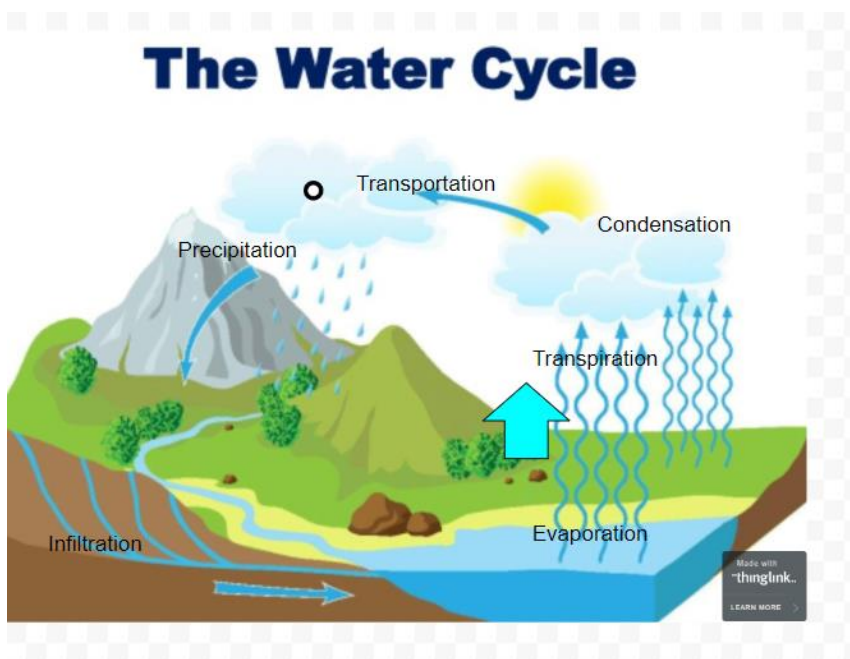
We get energy from water by the hydroelectric power and is produced by moving water.

Farming

The types of water farms are dugout ponds, surface ponds, spring or creek fed ponds and Off stream storage ponds.

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 and how the Grand Canyon was formed, relating to rivers? 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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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 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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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 their 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

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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 the 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.

Music

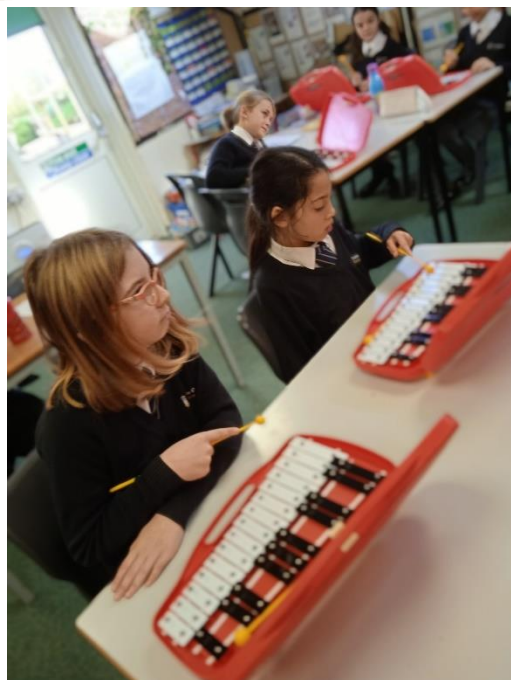
The unit of work we engaged with for the first half of term was focused around the song 'Make You Feel My Love,' by Bob Dylan. We listened and appraised the version of the song by Adele. Singing and playing instruments were linked to the song and we learnt about aspects of music, using the song as a stimulus. As well as learning to sing, play and improvise with this song, children listened and appraised other Pop Ballads, considering the nine interrelated dimensions of music. Next, the unit of work focused around the song, "The Fresh Prince Of Bel-Air," where the children build upon those skills taught in the first half of the term, although with a higher degree of improvisation and composition using the glockenspiel.



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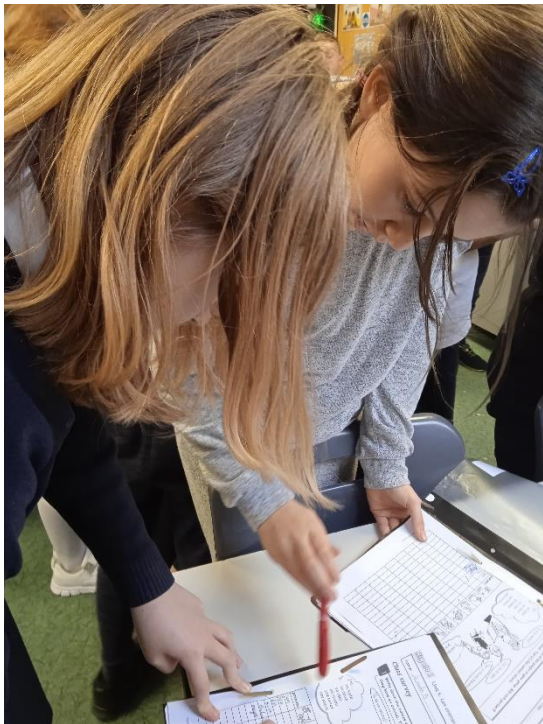
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MFL – French

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. Though their conversations the children have revised common greetings and extended the range of questions and responses that they can give.



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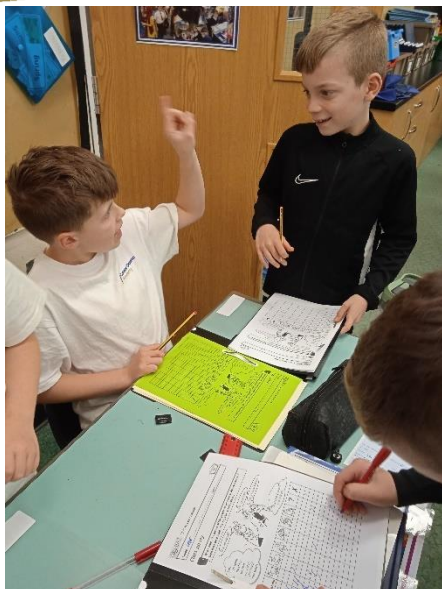
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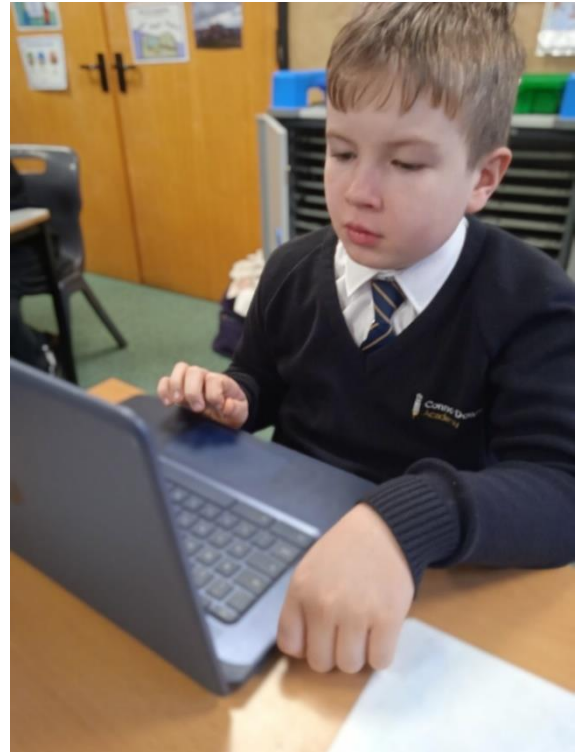
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ICT



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 have continued to develop their understanding of computer systems and networks so that they can understand the processes that underpin our technology. For example, the children analysed simple systems and identified inputs, processes and outputs in a children's toy. In addition, the children have created their own vector drawing and manipulated, coloured and re-sized the objects in their designs.

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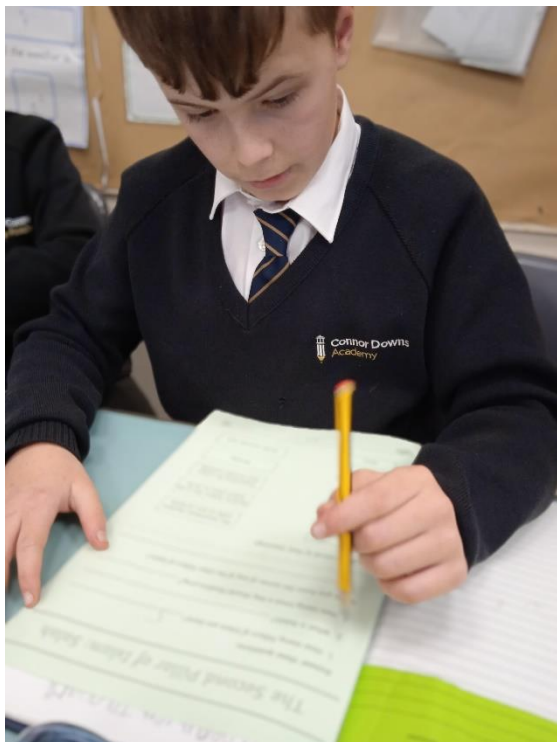
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RE



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 effects their daily lives. They have looked for similarities and differences with another world religion using their prior knowledge of Christianity.

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PSHE

PSHE 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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