

Year 5 Topic Web

Spring 3, 2024



Our value this term is: Justice

English: Our quality text this term is **The man who walked between the two towers by Mordicai Gerstein**

- During our fictional writing we will rewrite a **story from someone else's perspective**. We will do this by extending the children's use of dialogue and how this can be written; using descriptive language such as similes, metaphors and personification; and adverbials of manner.
- Later in the term our non-fiction writing will be a **discussion/argument text** on whether Phillippe Petit was right to walk the wire between the two towers. Here, we will be exploring the use of parenthesis to add information as well as causal and contrasting conjunctions. The main focus will be how to write a balanced argument.
- One of our main **spelling** foci is building words from root words, understanding how the study of etymology helps us understand how words are made up, adding able, ible, ibly and ably to root words and also homophones.
- Our **guided reading** sessions will explore various texts using VIPERS; vocabulary, inference, prediction, explanation, retrieval, and sequence / summary questions. Our texts include biographies linked to our Art and English focus, New Year customs around the world and texts about America.

RE: What does it mean to be a Muslim in Britain today?

The children will make links between the Muslim practice of the five pillars and the Muslim beliefs about God and the Prophet Muhammad.

During our learning we will:

- Understand the key belief of Muslims and how this affects their life.
- Explain why prayer matter to Muslims and how Muslims prepare to pray.
- Reflect on how charity is important to Muslims and how charity is important to us.
- Explore why Muslims fast.
- Understand why Muslims want to go on a pilgrimage.

Maths: This term we will be exploring **fractions**. This will include:

- Improper fractions and mixed numbers.
- Finding equivalent fractions, comparing and ordering fractions.
- Adding fractions, with a focus on fractions with different denominators and fractions that create improper fractions and mixed numbers.
- Subtraction of fractions, finding common denominators and subtracting mixed numbers and improper fractions.
- Multiplying fractions by whole numbers and multiplying mixed numbers by whole numbers.
- Solving word problems using bar model representations.

Fluency will focus on skills and facts that support fractions in particular times tables and multiplication and division facts.

PE outdoor: What do I need to know to play invasion games effectively?

This term we are developing our skills to play invasion games; in particular Basketball. This includes being able to:

- Rehearse different types of passes, increasing our control and consistency when passing and receiving a ball.
- Understand about creating and using space to our benefit.
- Understand how to keep possession of a ball by using simple defensive strategies.

PE indoor: How to I improve my gymnastic performance?

Also this term we will be working alone and with others to compose a movement sequence:

- Linking combinations of actions with increasing confidence e.g. changing direction, speed or level of movement.
- Move with coordination, control and care.
- Create interesting body shapes while holding balances with control and confidence.

Science: What happens in the life cycle of plants and how do they reproduce?

We will be able to understand and explain plant life cycles and reproduction by:

- Asking questions and setting up simple tests to answer them.
- Observing, gathering and recording data in simple diagrams and charts.
- Planting flowers and chitting potatoes – monitoring their progress and effects different variables have on this.
- Presenting findings from research on encouraging pollination in our school grounds.

Computing: How do we create a flat-filed database?

This unit looks at how a flat-file database can be used to organise data in records as well as allowing users to order information and answer questions about the data.

The children will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others. This will involve using different and multiple search criteria.

French: How to buy fruit and vegetables in a French market?

We will be learning names of fruits and vegetables. We will role play going to the market to buy these as well as:

- Talking and writing about fruits and vegetables they like and dislike.
- Recalling numbers 0 – 100 and asking for the price of fruit or vegetables.
- Taking part in market role plays.
- Understanding and using simple recipe instructions.

Other information

PE kits: Tuesdays and Thursdays.

PSHE: What are my Dreams and Goals?

In this unit of work the class will talk about their dreams and goals and how they might need money to help them achieve them. We will:

- Look at jobs that people they know do.
- Look at the fact that some jobs pay more money than others.
- Reflect on what types of jobs they might like to do when they are older.
- The children look like the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

Art: Who was Andy Warhol and how has he influenced our world today?

Through this unit we will learn about the work of Andy Warhol and why he is so famous. We will:

- Sketch and shade objects of different heights to create form and tone.
- Use colour and consider its effect.
- Plan and explore printing with repeating patterns.

Geography: Where is North America and what are some of the human and physical features of its countries?

Our topic starts with discovering: where North America and many of the countries and capital cities within it are located. We continue with:

- Using globes, maps, atlases, and online tools to gather information with a focus on population, time zones, longitude and latitude.
- Comparing the key human and physical features of North America and the UK.
- Gathering and recording information during fieldwork.

