

Year 5 Curriculum Term 5

Topic Title: Tides of change

English

This term, Year 5 will read *Street Child* by Berlie Doherty. This story follows a young boy who becomes an orphan in London in the 1860s. In Guided Reading, we will be focusing on poetry, comprehension, drama and reciprocal reading skills (clarifying, predicting, summarising, questioning).

Character description – we will begin the term by writing a character description of Jim Jarvis, who is the main character in the story. The children will then move on to describe a contrasting character, Mr Spinks, and spend time using figurative language and ‘show don’t tell’ techniques.

Setting description – The children will spend time describing various settings in the text. These include: the Victorian streets of London and the Victorian workhouse.

Narrative (action, description and dialogue) - The children will focus their narrative writing on mood, tone and atmosphere. Their writing will incorporate dialogue between characters whilst also moving the action on.

A non-chronological report - We will be looking at the lives of children in the Victorian era and from this we will create a non-chronological report. The children will use their previous writing skills to showcase their knowledge.

Persuasive language – To finish the term, the children will learn about the charity Barnardo’s, which the text ‘*Street Child*’ is based on. The children will use their persuasive language to write letters linking their knowledge of the story to the charity.

Maths

Number and place value

To read Roman numerals to 1000 (M)

To recognise years written in Roman numerals (NC)

To recognise and describe linear number sequences

To find the term-to-term rule

Multiplication and division

To understand the law of distributivity (multiplication)

To use the distributive property strategy to divide ‘friendly’ numbers

To interpret non-integer answers to division by expressing results in different ways

To solve division problems with decimals using place value counters

Solve problems involving multiplication and division, including scaling (NC)

Fractions, decimals and percentages

Read and write decimal numbers as fractions

To add and subtract decimals

To solve problems involving numbers up to 3 decimal places

To recognise the per cent symbol and understand that per cent relates to ‘number of parts per hundred’ (NC)

Write percentages as a fraction with denominator 100 (NC)

Write percentages as a fraction with denominator 100 and as a decimal (NC)

To convert fractions to percentages

To know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$

	Solve problems which require knowing percentage and decimal equivalence of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of 10 or 25 (NC)
<p>R.E.</p> <p>Stories of Christianity</p> <p>This term we will be learning about the stories of Christianity. We will learn about these aspects of Christianity:</p> <ul style="list-style-type: none"> • Themes of the Bible and identify familiar stories. • The stories of Ruth and Naomi. • The story of Daniel and relate this to religious persecution. • The parables of Jesus 	<p>PSHE</p> <p>This term, we will spend time discussing the phrase ‘Be here, Be You, belong’ – focussing on ‘Say it loud, say it proud!’ After reading the book ‘Mixed’ by Arree Chung, we will explore what defines us and makes us individual. We are also going to make links with other people by looking for similarities and differences and then explore how it feels when people are different. Next, we will present why they are proud to be them and there will be an optional talent show within our year group. After this, we will discuss what a stereotype is; how stereotypes affect how we treat people and also how this might make some people feel unsafe. The term will end with a celebration parade entitled ‘I belong in my community’.</p>
<p>Art</p> <p>During this term, we will be exploring the theme of sculpture. We will explore famous artists who create paper sculptures and replicate some of their techniques. Using specialist folds, we will be using the skill of origami to create our own sculptures. We will also be learning to shape, form, model and construct sculptures from paper. For our own pieces, we will be learning to use sketchbooks to plan and develop my ideas. We will also be creating original pieces that show a range of influences and styles</p>	<p>Music</p> <p>This term, we will be focusing on developing repertoire. The songs we will learn are 'Three Little Birds' by Bob Marley (incorporating reggae pulse), '7 Years' by Lukas Graham, 'Happier' by Bastille and 'Sunflower' by Post Malone.</p>
<p>French:</p> <p>This term in French we will be learning a variety of everyday foods, how to decide if they are masculine or feminine and why words are masculine and feminine.</p>	<p>P.E.</p> <p>Throughout term 5, we will be learning about multicultural and disability sports. We will be looking at sports such as, boccia, American football, sitting volleyball and Tchoukball. We will be concentrating on how and why adaptations are made through these different sports.</p>
<p>Computing</p> <p>In this unit we will be applying our coding and problem-solving brains and applying them to robotics. Using LEGO Spike systems we will learn how to design a robot for a simple purpose, connect it to a computer, design an algorithm for the robot and troubleshoot any issues.</p>	
Thematic Curriculum	
Topic Title:	Tides of change
Golden Thread:	Culture and Communities

Prior knowledge:	During terms 3 and 4, the children learnt about both Ancient Greece and Anglo-Saxons. During these units, the children learnt about the importance of questioning the reliability of sources. During this term the children will be learning how to evaluate the reliability of sources. The children will be learning about more recent historical events that centred around our hometown. The children last focused on their home-town, when learning about the Harbour in year two. During this learning, the children focused on the harbour and some of the famous events that have happened at Ramsgate over the years.	
Big Question:	Has Ramsgate changed for the better?	
Blurb overview:	During the theme, Tides of Change, we will learn all about the history and geography of Ramsgate and how it has changed over time. We will study its historical importance and key events that have signified the history of the town and examine the impact rising sea levels have had on its Geography.	
Celebration of Learning	Visiting Ramsgate Harbour / coastline	
Text Links	A baker by the Sea by Paula White	
Oracy End Point:	Presentation: Why should you move to Ramsgate.	Physical: Project their voice to a large audience. Linguistic: Consider the words and phrases used to express their ideas and how this supports the purpose of talk. Cognitive: To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. Social and Emotional: Speak with flair and passion.
History		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • To know that Ramsgate is a town located in the county of Kent, England, with a rich history that dates back centuries. • To know that Ramsgate became an important port during the medieval period and played a role in the English Civil War in the 17th century. • To know that in the 19th century, Ramsgate experienced significant growth and development as a popular seaside resort, attracting visitors from London and beyond. • To know that Ramsgate played a significant role in World War II as a key embarkation point for the Dunkirk evacuation in 1940, with many troops being evacuated from its harbour. • To know that the town features several notable landmarks, including the Royal Harbour, which was designed by the famous engineer John Rennie. 		<ul style="list-style-type: none"> • To know that we can all make history. • To know how to use timelines to place and sequence local, national and international events. • To know how to give clear reasons why there may be different accounts of history. • To know how to evaluate evidence to choose the most reliable forms. <p>To know why there may be different accounts of history.</p>

<ul style="list-style-type: none"> • To know that Ramsgate is home to the Ramsgate Tunnels, an extensive underground network of tunnels and air raid shelters that were used during World War II to protect residents during air raids. • To know that the historic Ramsgate Maritime Museum showcases the town's maritime heritage, including exhibits on its fishing industry, shipbuilding, and maritime trade. 		
Geography		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • To know how the geography of Ramsgate has changed over time due to sea level change • To know that the impact of human and physical geography have not stopped and will impact its future. • To know how human and physical geography are interlinked • To know the human impact on coastlines, as a result of settlements, land use and economic activity. • To know how the human need for energy has impacted on local environments. 		<ul style="list-style-type: none"> • To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To know how to gather and record information about the local area through observation
Cultural Capital		
<p>Cultural Knowledge: The children will be learning about significant events and places within my home-town and considering the impact they had in the past and on life today.</p> <p>Cultural Experiences: The children will be walking our local coastline and harbour and thinking about how they have changed over time, linking it to their learning.</p>		
Weekly Overview		
Week 1	<p>PSHE –Be Here, Be You, Belong: We will be reading the book ‘Mixed’ by Arree Chung. We will talk about what defines us and explore our identities. We will make link with similarities and difference with other people in the class.</p> <p>Lesson 1 – Big question – Has Ramsgate changed for the better? In this lesson, we will locate Ramsgate and specifically the harbour on maps. We will also find out how the harbour began and its links to the medieval period and the English Civil War.</p> <p>To know that Ramsgate is a town located in the county of Kent, England, with a rich history that dates back centuries.</p> <p>To know that Ramsgate became an important port during the medieval period and played a role in the English Civil War in the 17th century.</p> <p>Lesson 2 – We will be timelining historical events from Ramsgate history focusing on how Ramsgate experienced significant growth and development as a popular seaside resort.</p> <p>To know that in the 19th century, Ramsgate experienced significant growth and development as a popular seaside resort, attracting visitors from London and beyond.</p> <p>Art – Sculpture (origami): To begin with, we will be looking at how paper can be used to make sculptures. We will focus on artists who use paper and also begin to learn some basic folds.</p>	

<p>Week 2</p>	<p>PSHE –Be Here, Be You, Belong: Say it loud, say it proud. By using our home learning from over the Easter holidays, we will be presenting why they are proud to be them. There will be a chance to enter an optional talent show within our year group. We will be discussing valuing other people’s identities and points of view.</p> <p>Lesson 1 – In this lesson, we will be learning about how the harbour played a significant role in WW2. To know that Ramsgate played a significant role in World War II as a key embarkation point for the Dunkirk evacuation in 1940, with many troops being evacuated from its harbour.</p> <p>Lesson 2 – We will be looking at Ramsgate’s historical landmarks including the Royal harbour and the maritime museum. We will find out about clues the harbour has about its history and we will be looking at different sources of evidence linked to the harbour to see why there may be different accounts of history. To know that the town features several notable landmarks, including the Royal Harbour, which was designed by the famous engineer John Rennie. To know that the historic Ramsgate Maritime Museum showcases the town's maritime heritage, including exhibits on its fishing industry, shipbuilding, and maritime trade. To know why there may be different accounts of history.</p> <p>Art – Sculpture (origami): We will be learning more folds and use these folds to make a 3D model. We will do this by following instructions and using inspiration from other artists.</p> <p>French - We will be learning to translate a variety of everyday foods and use them in both speaking and writing tasks.</p>
<p>Week 3</p>	<p>PSHE –Be Here, Be You, Belong: In this lesson, we will be answering this question: what is a stereotype? We will talk about how stereotypes might affect how we treat people and how this might make people feel unsafe.</p> <p>Lesson 1 – We will be learning about the difference between human and physical features along our coastline and begin to be able to identify their purposes. We will also learn about the rising sea levels in Ramsgate and how this will impact its future. To know how the geography of Ramsgate has changed over time due to sea level change To know that the impact of human and physical geography have not stopped and will impact its future.</p> <p>Lesson 2 – Local walk to artificial beach – looking at human and physical features around the coast and the impact it has had. For example, sea defences. To know how human and physical geography are interlinked To know how to gather and record information about the local area through observation</p> <p>Art – Sculpture (origami): We will be learning more folds and use these folds to make a 3D model. We will do this by following instructions and using inspiration from other artists.</p>
<p>Week 4</p>	<p>PSHE –Be Here, Be You, Belong: During this lesson, we will discuss how we all belong in our Viking/Chilton Community and link this to our school values. We will talk about this question: what makes us special as a whole? We will further explore where children in the class are from, our religions, our beliefs and our values. We will consider how coming together as a community means we need to respect the identities that everyone brings to our community!</p>

	<p>Lesson 1 – Using images and information sources, we will learn about how humans have impacted on our coastline and also about a future project that is threatening to change a local International Site of Importance forever (Pegwell Bay Nature Reserve). To know how the human need for energy has impacted on local environments.</p> <p>Lesson 2 – We will learn how to use different types of maps to compare our coastline to other coastlines, specifically how human activity has impacted these other coastlines. To know the human impact on coastlines, as a result of settlements, land use and economic activity.</p> <p>Art – Sculpture (origami): We will be learning how to make boats using different folds. We will learn how to make different shapes using different folds.</p> <p>French - We will recap our knowledge of everyday foods; from this we will learn about masculine and feminine articles and why they are seen as such.</p>
Week 5	<p>RE Week</p> <p>PSHE –Be Here, Be You, Belong: During a circle time or class discussion, we will express who we are by talking about what we are wearing for the parade and why. The day will end with a whole school parade!</p> <p>Art – Sculpture (origami): We will be creating our final pieces using a range of folds. As a class, we will be making a 3D scene of a harbour by making origami boats.</p> <p>RE</p> <p>Lesson 1– To start our Learning about Christianity, we will learn about the themes of the Bible and identify familiar stories.</p> <p>Lesson 2– We will learn all about the story of Ruth and Naomi and the story of Daniel</p> <p>Lesson 3 – We will recap the stories we have learned and relate these to religious persecution today.</p> <p>Lesson 4 – We will learn all about the parables of Jesus.</p>