



Girton Glebe Primary School Curriculum Organiser

Year 5 (Willow Class) – Spring 2

Key Skills

History:

- Articulate and organise important information and detailed historical accounts using topic-related vocabulary.

Geography:

- Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics
- Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.
- Explain how the climate affects land use
- Describe how soil fertility, drainage and climate affect agricultural land use
- Identify some of the problems of farming in a developing country and report on ways in which these can be supported.
- Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world

Sow, Grow and Farm

Climate zones & farming outside the UK



Key Vocabulary

climate	fertiliser	irrigation
livestock	pesticide	arable
pastoral	synthetic	chemical
zone	nutrient	topography

Key Knowledge

Climate Zones

The world is divided into five main climate zones. These are areas of similar average temperature and average rainfall. The five zones are: polar, temperate, Mediterranean, desert and tropical. Mountains have variable climates depending on altitude.

Coffee growing in Peru and other regions of South America

Countries in South America, like Peru and Colombia, have a cool to warm, tropical climate with frequent rainfall and rich soil. This makes ideal growing conditions for coffee. Growing and processing coffee is a difficult and time-consuming task because most of the work is still done by hand. The Fairtrade Foundation offers training to farmers to improve how they process coffee, so they can earn a better living.

Food miles

Consumers in the UK have come to expect that they can buy most foods all year round, regardless of the growing season. The distance the food travels from where they are grown to where they are eaten, is known as food miles. However, this movement of goods means more energy is being used to transport the food and keep it fresh, which can add to pollution and contribute to climate change. This is there has been a recent push for everyone to eat produce grown locally (seasonally).



<p>English: This term, our core text in English will be Stormbreaker (Alex Rider series) by Anthony Horowitz. This half term, we will have the opportunity to write:</p> <ul style="list-style-type: none"> • Explanation texts • Newspaper reports • Character descriptions • Balanced arguments <p>Grammar covered:</p> <ul style="list-style-type: none"> • Verb tenses (focus on past perfect tense) • Adverbs of possibility • Relative clauses • Using commas to clarify meaning • Mixed suffixes and verb prefixes <p>Reading skills covered: All VIPER skills will be covered this term.</p> <ul style="list-style-type: none"> • Discuss the writer's use of language, structure and presentation, considering the impact on the reader. • Identify how language, structure and presentation contribute to meaning. • Draw inferences such as inferring character's feelings, thoughts and motives and justifying inferences with evidence. • Retrieve information from texts. 	<p>Science: The topic this half-term will be Properties and Changes of Materials.</p> <p>Knowledge covered: Properties of materials; thermal conductivity; absorbency; strength; durability; solubility; electrical conductivity; soundproofing</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. • Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass. • Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. • Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent. <p>Key vocabulary: Absorbent – To be able to take in or soak up another material Conduct – able to let heat or electricity pass through. Solute – a dissolved substance, such as salt. Solvent – a substance that dissolves a solute, such as water.</p>	<p>Maths: For the latter half of this term, we will be focusing on multiplication/division, fractions, decimals and percentages.</p> <p>We will focus on the following skills:</p> <ul style="list-style-type: none"> • Short division • Dividing 4-digit by 1-digit numbers • Dividing with remainders • Problem solving with multiplication and division • Multiplying unit/non-unit fractions and mixed numbers by an integer • Calculating fractions of a quantity and an amount • Finding the whole • Using fractions as operators • Decimals up to 2-decimal places • Equivalent fractions and decimals (including tenths, hundredths and thousandths) • Ordering and comparing decimals • Rounding to the nearest whole number • Rounding to 1 decimal place • Percentages as fractions and decimals • Equivalent fractions, decimals and percentages
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<p>Art & DT:</p> <p>This half term we will continue with our art unit, <i>Line, Light and Shadows!</i> During this unit, which focuses on still life, we will:</p> <ul style="list-style-type: none"> • Learn about great artists, including Pablo Picasso and Rembrandt. • Explore shading techniques, and looking at how to use different materials to create tonal perspective, light and shade. • Using various techniques to take clear, interesting photographs; pausing before taking a picture; avoiding taking pictures pointing towards a light source; experimenting with close-ups, unusual angles and a range of subjects. • Recording and editing natural forms, animals and landscapes with clarity, using digital photography. 	<p>PE:</p> <p>PE this half-term will be focused on</p> <p>1) Tennis</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Returning the ball using a forehand groundstroke. • Returning the ball using a backhand groundstroke. • Working cooperatively with a partner to keep a continuous rally. • Developing the underarm serve and understand the rules of serving. • Developing the volley and understand when to use it. • Using a variety of strokes to outwit an opponent. <p>2) OAA</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Developing communication, negotiation and empathy whilst working in a team. • Working as a team to solve problems, sharing ideas and collaborating with one another. • Developing tactical planning and problem solving. • Sharing ideas and work as a team to solve problems. • Developing navigational skills and map reading. • Using a key to identify objects and locations. 	<p>RE:</p> <p>This half term, we will be exploring Christianity again, focusing on the enquiry: <i>How significant is it for Christians to believe God intended Jesus to die?</i></p> <p>In this unit, we will learn to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>Using Luke's Gospel Chs. 20-23, we will explore the main events of Holy Week, from Palm Sunday (Jesus teaching in the Temple, overturning the traders' tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb).</p> <p>As part of our RE unit, we will be visiting the Baptist Church in Girton to hear more about Easter.</p>
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<p>French:</p> <p>This half term we will be continuing to learn about family in French.</p> <ul style="list-style-type: none">- Remember the nouns for family members in French from memory- Describe our own or a fictitious family in French by name, age and relationship- Count to 70 in French- Understand possessive adjectives better in French ('my' form only)	<p>Computing:</p> <p>This half term's unit is titled 'iCreate. This module looks into early 2D animation and its development over time. Pupils will start with basic flip books before developing different skills to produce a 2D piece of vector art. Students will focus on character design, plot development and how characters will interact.</p>	<p>Music:</p> <p>Music of the Americas – Hip Hop.</p> <p>Skills covered:</p> <ul style="list-style-type: none">• Using the voice in a different style – rap• Discovering the history and culture of Hip Hop• Developing listening and responding skills• Composing and improvising within a structure.• Sing confidently in a wide variety of styles with expression• Communicate the meaning and mood of the song• Sing a simple second part of a two-part song with confidence• Maintain own part in a round• Perform from memory with attention to phrasing, dynamics and accuracy of pitch for a special occasion.
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