



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Spring 1

<p>English:</p> <p>This half term, much of our English & reading will be exploring our Central Idea through the topic of ancient China. This gives us the opportunity to delve into texts such as <i>The Yellow Emperor</i> and selected stories from <i>Usborne Illustrated Stories from China</i>. Based on these, we will be exploring poetry and non-fiction writing in the form of biographies. We will also be exploring narrative poetry through reading <i>The Highwayman</i> by Alfred Noyes.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph and retrieving, recording and presenting a range of information from fiction and non-fiction texts. Discussing the writer's use of language, structure and presentation. Using devices to build cohesion both within and across paragraphs. Using taught punctuation and the new uses of parenthesis (commas, brackets, dashes). Converting nouns or adjectives into verbs using suffixes. 	<h2>How We Express Ourselves</h2>			<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number – Multiplication and Division:</p> <ul style="list-style-type: none"> Multiplying up to 4-digit numbers by 2-digit numbers. Solving problems with multiplication Short division. Dividing a 4-digit number by a 1-digit number. Dividing with remainders. Efficient division. <p>Number – Fractions:</p> <ul style="list-style-type: none"> Multiplying unit and non-unit fractions by integers. Multiplying a mixed number by an integer. Calculating the fractions of an amount and a quantity. Using fractions as operators. <p>Measurement – Perimeter and Area:</p> <ul style="list-style-type: none"> Perimeter of rectangles and rectilinear shapes. Perimeter of polygons. Area of rectangles. Area of compound shapes Estimating area. 												
	<p>Central Idea:</p> <p>People from the past influence our thoughts and beliefs.</p>															
	<p>Lines of Inquiry:</p> <p>How can my beliefs impact other people? (responsibility)</p> <p>Why do stories change as they are told and re-told? (perspective)</p> <p>Why were there so many ancient Chinese dynasties? (causation)</p>															
<p>Key Concepts:</p> <ul style="list-style-type: none"> Responsibility: What are our obligations? Perspective: What are the points of view? Causation: Why is it like this? 	<h3>Key Vocabulary</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Ancestor</td> <td style="padding: 5px;">Confucianism</td> <td style="padding: 5px;">Composite</td> </tr> <tr> <td style="padding: 5px;">Deity</td> <td style="padding: 5px;">Imperial</td> <td style="padding: 5px;">Oracle bones</td> </tr> <tr> <td style="padding: 5px;">Ritual</td> <td style="padding: 5px;">Sacrifice</td> <td style="padding: 5px;">Shaman</td> </tr> <tr> <td style="padding: 5px;">Smelt</td> <td style="padding: 5px;">Tyrant</td> <td style="padding: 5px;">Virtue</td> </tr> </table>			Ancestor	Confucianism	Composite	Deity	Imperial	Oracle bones	Ritual	Sacrifice	Shaman	Smelt	Tyrant	Virtue	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Self-Management – Time management and organisation, spatial awareness, motor skills. Social – Group decision making, co-operating willingly, accepting responsibility. Communication – Listening, reading and presenting.
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Line of Inquiry: An inquiry into how my beliefs impact other people (responsibility).

In this Line of Inquiry, we will cover the following concepts:

In History & Geography (Dynamic Dynasties):

- Explore how Confucianism, Daoism, and Legalism shaped social structures, government policies, and relationships during ancient Chinese dynasties.
- Discuss how Confucian beliefs emphasized respect, hierarchy, and duty, impacting family and societal roles.

In English:

- Look into the moral stories and fables from ancient China that reflect the belief systems of the time, teaching lessons about behaviour and relationships.
- Investigate how these stories influenced cultural values passed down through generations.

In PSHE (Dreams & Goals):

- Explore how cultural beliefs inspired individuals to strive for excellence in art, science, and philosophy during different dynasties.
- Discuss how these beliefs inspired people to pursue education and contribute positively to their communities.

Line of Inquiry: An inquiry into why stories change as they are told and re-told (perspective).

In this Line of Inquiry, we will cover the following concepts:

In History & Geography (Dynamic Dynasties):

- Explore how stories of mythical figures like the Yellow Emperor or Yu the Great evolved over time to explain the origins of Chinese civilization and dynastic rule.
- Discuss how these stories were adapted to reflect the values or beliefs of different dynasties.

In English:

- Investigate how historical figures like Qin Shi Huang or Empress Wu Zetian were portrayed differently in various accounts, depending on the storyteller's perspective.

In RE (Hinduism):

- Compare how Hindu epics like the Mahabharata and Ramayana were passed down orally for generations, similar to how Chinese dynastic stories were preserved and adapted.
- Highlight the flexibility of oral storytelling, where details change to suit the audience or context.



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Line of Inquiry: An inquiry into why there were so many ancient Chinese dynasties (causation).

In this Line of Inquiry, we will cover the following concepts:

In History & Geography (Dynamic Dynasties):

- Examine how China's vast and diverse landscape contributed to different regions vying for power, leading to fragmentation and the establishment of new dynasties.

- Discuss how controlling such a large area posed challenges for any single dynasty.

- Explore how invasions by groups like the Mongols (leading to the Yuan dynasty) or the Manchus (leading to the Qing dynasty) disrupted existing dynasties and established new ones.

In English:

- Focus on structuring the story with a clear beginning, middle, and end, reflecting the cyclical nature of dynasties.

- Emphasising the use of vivid details and historical facts to bring the events to life.

- Emphasising rhetorical techniques like persuasive language, evidence, and emotional appeals.

In RE (Hinduism):

- Explore how the Mandate of Heaven in China parallels the Hindu concept of dharma (cosmic order), where rulers are expected to uphold righteousness.

In DT:

- Explore how different dynasties, including the Ming, used pottery to express their cultural identity and values, reflecting the aesthetics and beliefs of the ruling era.

- Discuss how shifts in dynasties influenced artistic styles, techniques, and themes in pottery.



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Science	Art/DT	R.E:
<p>The topic this half-term will be Changes of Materials.</p> <p>During this topic we will learn how to:</p> <ul style="list-style-type: none">• Separate mixtures by filtering, sieving and evaporating.• Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.• 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.• Identify reversible changes include heating, cooling, melting, dissolving and evaporating.• Identify irreversible changes include burning, rusting, decaying and chemical reactions.	<p>This half term we will explore the separate inquiry: To what extent is the worth we place on ‘art’ based on the values of people from the past?</p> <ul style="list-style-type: none">• This inquiry looks into Ming Porcelain and what we can learn about the ‘value’ or ‘worth’ of art.• Throughout the unit, children explore why Ming porcelain was deemed ‘valuable’ at different points in time, whilst also learning about its manufacture and changing motifs.• They will use this knowledge to design and create a Ming-inspired piece of their own.	<p>This half term we will look at Hinduism, focusing on the festival of Holi.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none">• Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.• Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.• Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.



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<p>Music:</p> <p>This half term, Willow will focus on singing topical songs (through Sing Up), as well as looking at:</p> <ul style="list-style-type: none">• Ternary form (ABA)• Pentatonic scale• Tempo• Dynamics• 20th century orchestral music• Creating a piece in ternary form using a pentatonic scale, with accompaniment, contrasting dynamics and tempo.• Notating ideas to form a simple score to play from.• Listening and responding to music using drawings and words.• Recognising that music can describe feelings and tell a story.		<p>PE:</p> <p>Outdoor PE this half-term will be focused on Football.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none">• Communicating with a team and moving into space to keep possession and score.• Dribbling, passing, receiving and shooting the ball with some control under pressure.• Using, tackling and intercepting when playing in defence.• Knowing what position one is playing and how to contribute when attacking and defending.• Understanding the need for tactics and identifying when to use them in different situations.• Understanding the rules of the game and using them to play fairly and honestly. <p>Indoor PE this half term will be focused on Dance.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none">• Accurately copying and repeating a choreography.• Choreographing phrases individually and with others considering actions and dynamics.• Performing assorted styles of dance, clearly and fluently, showing a good sense of timing.• Leading a group through short warm-up routines.• Refining the way of using actions, dynamics, relationships and space in a dance in response to a stimulus.• Using counts when choreographing to stay in time with others and the music.
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<p>PSHE:</p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of 'Dreams and Goals' each Thursday this half term.</p> <p>We will cover the following topics:</p> <ul style="list-style-type: none">• My Dream Lifestyle• Investigate Jobs and Careers• My Dream Job• Dreams and Goals of Other People in Other Cultures• How Can We Support Each Other?• Rallying Support	<p>French:</p> <p>We will be continuing to learn French as a modern foreign language this half-term, using Language Angels to practise these skills in school. Our next unit will focus on the family and the class will learn to:</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>In computing this half term we will be looking at Selection in Physical Computing.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none">• Use of physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.• Using a microcontroller (Crumble controller) and learning how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge.• Introduction to conditions as a means of controlling the flow of actions and making use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).
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