



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Spring 2

<p>English:</p> <p>This half- term, our core text in English will be Holes by Louis Sachar. This half term, we will have the opportunity to write:</p> <ul style="list-style-type: none"> • Narratives • Playscripts • Newspaper Reports • Character & Setting Descriptions <p>Grammar covered:</p> <ul style="list-style-type: none"> • Verb tenses (simple, past, progressive, perfect and perfect progressive) • Imperative verbs • Dialogue • Passive and active voice • Expanded noun phrases. • Relative clauses 	<h2>How The World Works</h2> <p>Central Idea:</p> <p>Challenges facing the environment inform our decisions.</p> <p>Lines of Inquiry:</p> <p>How has local farming adapted to have a more positive impact on the environment? (change)</p> <p>How can we reduce the impact of human activity on habitats and life cycles? (responsibility)</p> <p>How can scientific principles inform sustainable practices in agriculture and conservation? (connection)</p> <p>Key Vocabulary</p>			<p>Maths:</p> <p>This half term we shall be covering the following aspects of the Maths curriculum:</p> <p>Fractions, Decimals & Percentages:</p> <ul style="list-style-type: none"> • Order & compare decimals. • Round to the nearest whole number • Round to one decimal place • Understand percentages. • Equivalent fractions, decimals & percentages <p>Statistics:</p> <ul style="list-style-type: none"> • Read & interpret line graphs. • Draw line graphs. • Read & interpret tables, including two-way tables. • Read & interpret timetables. <p>Reading:</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.
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Change • Responsibility • Connection 	<p>climate</p> <p>livestock</p> <p>pastoral</p> <p>zone</p>	<p>fertiliser</p> <p>pesticide</p> <p>synthetic</p> <p>nutrient</p>	<p>irrigation</p> <p>arable</p> <p>chemical</p> <p>topography</p>	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Research – formulating questions, observing and collecting, organising and recording data. • Communication – presenting, non-verbal communication and writing. • Thinking – acquiring knowledge, comprehending and analysing



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Spring 2

Line of Inquiry: An inquiry into how local farming has adapted to have a more positive impact on the environment? (change)

History:

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

Geography:

- Explain how the topography and soil type affect the location of different agricultural regions.
- Describe how soil fertility, drainage and climate affect agricultural land.
- Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.
- Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats

Line of Inquiry: An inquiry into how we can reduce the impact of human activity on habitats and life cycles? (responsibility)

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

In Geography:

- Explain how human activities (e.g., pollution, deforestation, urbanisation) impact different habitats.
- Identify local and global examples of how human activity affects natural environments and animal life cycle.
- Compare how human activity affects habitats in different parts of the world (e.g., urban areas vs. rural areas, tropical rainforests vs. deserts).
- Investigate the main challenges facing specific habitats (e.g., habitat loss, climate change) and how they affect the life cycles of plants and animals.

In Science:

- Learn about food chains and food webs, exploring how animals and plants in different habitats rely on each other.
- Identify how disruptions in habitats (e.g., pollution, habitat destruction) affect these relationships and life cycles.
- Investigate the effects of human activities (e.g., plastic pollution, climate change, deforestation) on local and global ecosystems.

Line of Inquiry: An inquiry into how scientific principles can inform sustainable practices in agriculture and conservation? (connection)

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

- Explore the role of science in improving farming practices (e.g., soil health, crop selection, pest control).
- Investigate the principles behind conservation science, such as habitat restoration, endangered species protection, and ecosystem management.
- Investigate innovations in renewable energy and water management that support both sustainable farming and conservation efforts.
- Understand the interconnectedness of plants, animals, and soil in agricultural and conservation systems.
- Investigate how local and global agricultural practices can be improved using scientific research to protect ecosystems and reduce environmental harm.



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Spring 2

<p>Science:</p> <p>The topic this half-term will be Living Things & Their Habitats. During this topic we will:</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments 	<p>Art/DT:</p> <p>This half-term's Art project will answer the question: Can art be environmentally friendly?</p> <p>In this enquiry, children will carry out research into the environmental issues topical in the art world, namely, is making art an environmentally friendly practice and is paint sustainable?</p> <p>Children will begin by exploring the context of these issues and will spend the first half of the unit researching, designing and making their own eco-paint. In the latter half of the unit, children conduct three artists studies (Modigliani; Jonathan Yeo; Alexei Jawlensky) and will create their own portrait painting in their chosen media by which they will evaluate the environmental impact of their work.</p>	<p>R.E:</p> <p>This half term we will look at Christianity, focusing on Pentecost. During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • 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. • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
---	---	---



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Spring 2

<p>Music:</p> <p>In Music this half-term we will be looking at:</p> <ul style="list-style-type: none"> • Discovering the genre in context and that rap often tells a story. • Composing within a structure using a pentatonic minor scale. • Minor tonality • Bellissima – Performing memorable riffs and discovering how to structure a groove. • Texture – how layers of sound form to complete a piece. • Simple Dance Beats with bass, chords and repetitive melody. 		<p>PE:</p> <p>Outdoor PE this half-term will be Tennis.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying. • Social: encourage and support others, co-operation, collaboration, communication. • Emotional: perseverance, honesty. • Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics. <p>Indoor PE this half term will be Invasion Games.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed. • Social: communication, kindness, support others, co-operation, respect, collaborate. • Emotional: empathy, perseverance, honesty, integrity, independence. • Thinking: creativity, select and apply, comprehension, problem solving, provide feedback.
--	--	--



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Spring 2

<p>PSHE:</p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of 'Healthy Me'. The themes we will cover include:</p> <ul style="list-style-type: none"> • Smoking • Alcohol • Emergency Aid • Body Image • My Relationship with Food • Keeping my mind and body healthy 	<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 be 'the home' and the class will learn to:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age) 	<p>Computing:</p> <p>In computing this half term, we will be looking at...</p> <ul style="list-style-type: none"> • Physical computing • Microcontrollers and how to connect and program them to control components like LEDs and motors. • Writing algorithms and programs that use selection to control actions. • Designing and creating a working fairground carousel model to demonstrate understanding of how microcontrollers and components work together. • Use the stages of programming design to plan, create, test, and evaluate their projects.
--	---	---