



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Summer 1

<p>English: This term, our core text in English will be Stormbreaker (from the Alex Rider series) by Anthony Horowitz.</p> <p>This half term, we will have the opportunity to write:</p> <ul style="list-style-type: none"> • Formal and informal letters • Non-chronological reports • Explanation texts • Newspaper reports • Character descriptions • <p>Grammar covered:</p> <ul style="list-style-type: none"> • Verb tenses (simple, progressive, perfect, and perfect progressive) • Adverbs of possibility and modal verbs • Relative clauses • Using commas to clarify meaning. • Mixed suffixes and verb prefixes <p>Reading skills covered:</p> <ul style="list-style-type: none"> • 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>How We Organise Ourselves</p> <p>Central Idea: Food supply is a global issue.</p> <p>Lines of Inquiry: An inquiry into the roles of governments and international organisations in producing food. (function)</p> <p>An inquiry into how climate and physical geography cause differences in food production around the world. (Causation)</p> <p>An inquiry into how consumer choices and ethical perspectives influence global food systems. (Perspective)</p> <p>Key Vocabulary</p>	<p>Maths: This half term we shall be covering the following aspects of the Maths curriculum:</p> <ul style="list-style-type: none"> • Reading and plotting coordinates. • Problem solving with coordinates. • Translation and translation with coordinates. • Lines of symmetry. • Reflection in horizontal/vertical lines. • Adding and subtracting decimals within and across 1. • Multiplying and dividing decimals by 10, 100, and 1000 • Understanding, comparing, and ordering negative numbers • Counting through zero in 1s and multiples
---	---	---



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Summer 1

Key Concepts: <ul style="list-style-type: none">• Function• Causation• Perspective	Supply Chain	Food Distribution	Organisation	Approaches to Learning: <ul style="list-style-type: none">• Self-Management – Codes of behaviour and informed choices, healthy lifestyle, and motor skills.• Thinking – Dialectical thought, synthesizing, evaluating.• Social – Adopting a variety of group roles, respecting others, and resolving conflict.
	Infrastructure	Logistics	Consumer	
	Fair trade	Sustainability	Ethical Consumption	
	Biome	Climate Zone	Food Miles	
Line of Inquiry: An inquiry into the roles of governments and international organisations in producing food (<i>function</i>). In this Line of Inquiry, we will cover the following concepts: History: <ul style="list-style-type: none">• Investigate the role of the government in organising food production and distribution (e.g., Dig for Victory, rationing, and use of transport networks).• Explore how human-made systems (rail, underground) function to support food supply.• Understand how these systems keep food available during crisis and what this means for different communities (urban/rural). Geography: <ul style="list-style-type: none">• Understand how land and transport were used for food access.		Line of Inquiry: An inquiry into how climate and physical geography cause differences in food production around the world. (<i>Causation</i>) In this Line of Inquiry, we will cover the following concepts: Geography: <ul style="list-style-type: none">• Learn how climate zones, biomes, and soil types influence what foods are grown and where.• Identify how climate, soil, and landscape influence farming practices and production.• Use case studies such as coffee farming in Peru to analyse how local conditions cause global trade dependencies.• Investigate how changing weather patterns (climate change) impact food production globally and locally.• Why tropical climates support crops like coffee and cocoa, while temperate zones suit wheat and root vegetables.• How soil fertility and drainage impact farming success.		



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Summer 1

Line of Inquiry: An inquiry into how consumer choices and ethical perspectives influence global food systems. *(Perspective)*

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

- Explore how public and consumer influence can support more ethical food production (e.g., buying Fairtrade, eating seasonally).
- Discuss NGOs and global organisations such as the Fairtrade Foundation, and their work with farmers in developing nations.
- Investigate differing perspectives: what matters most — cost, ethics, sustainability, or availability?
- The power of consumer choice and how the public can shape demand.
- The perspectives of farmers, producers, and organisations involved in food production.

Science:

The topic this half-term will be a continuation of Living Things and Their Habitats focussing on The Human Life Cycle.

Knowledge covered:

The human life cycle including human baby and juvenile stage, human adolescent stage and puberty, human reproduction, human adult ageing.

Skills covered:

- Describe the changes as humans develop to old age.
- Identify and understand the changes in the adolescent human body during puberty.
- Describe the process of human reproduction.
- Explore the physical and mental changes to the human body as it ages.

DT:

Can you lead a balanced, healthy diet using only locally sourced ingredients?

This term, children will explore the impact of imported food and investigate which ingredients can be locally sourced, considering seasonality. They will research recipes, develop food preparation and hygiene skills, and design a healthy, balanced meal using a set budget.

Skills covered:

- Investigate and evaluate a range of existing recipes and food products.
- Apply understanding of seasonality and local produce in planning a meal.
- Develop cooking skills including safe food handling, hygiene practices, and food preparation techniques (e.g., chopping, measuring, mixing).

R.E:

This half term we will be exploring **Judaism**, focusing on the celebration of **Passover**.

In this enquiry the skills developed will be to:

- 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.
- Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning.
- 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.



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Summer 1

<ul style="list-style-type: none"> • Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. <p>Key vocabulary:</p> <p>Foetus – A stage in the mammalian life cycle when a mammal in the uterus has begun to develop limbs and organs.</p> <p>Fertilisation – The fusion of the male and female gametes which develop into a foetus.</p> <p>Gestation – The length of time the young of a mammal develops inside the female’s body from fertilisation until birth.</p> <p>Stage – One part of a life cycle or period of development.</p>	<ul style="list-style-type: none"> • Plan a healthy, balanced meal within a budget, including shopping for locally sourced ingredients. • Work collaboratively to design, create, and evaluate a nutritious dish for at least two people. • Evaluate the outcome of the dish based on pre-agreed success criteria (e.g., taste, nutritional value, cost-effectiveness). <p>Knowledge covered:</p> <ul style="list-style-type: none"> • Understand what constitutes a balanced, healthy diet. • Learn about food seasonality and which ingredients can be grown or sourced locally. • Explore the environmental and economic impact of imported versus locally sourced foods. 	
---	---	--



Girton Glebe Primary School Curriculum Inquiry


Willow Class (Y5) – Summer 1

<p>Music:</p> <p>Music: Taught by Mrs Craven on a Tuesday afternoon.</p> <p>This half term our focus will be 'Sing Up! Kisne Banaaya' and will include:</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Singing unaccompanied in two or three parts. • Creating a soundscape for some of the creatures in the world. • Playing a simple accompaniment on tuned instruments. • Listening and exploring a range of timbres to use in the creation of a soundscape. 	<ul style="list-style-type: none"> • Understand food labelling and how to make informed choices when purchasing ingredients. • Learn the importance of hygiene and safety in food preparation. <p>Key vocabulary: <i>Locally sourced, seasonal, balanced diet, hygiene, preparation, evaluate, criteria, nutrients, budget, recipe, import, environmental impact, cost-effective, food miles.</i></p>	<p>PE:</p> <p>Outdoor PE this half-term will be focused on Athletics.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Applying different speeds over varying distances • Develop fluency and coordination when running for speed • Develop technique in relay changeovers. • Develop technique and coordination in the triple jump • Develop throwing with force for longer distances. • Develop throwing with greater control and technique. <p>This half term we will also be learning about Outdoor Adventurous Activities.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Working individually, collaboratively in pairs and groups to solve problems and being inclusive of others, sharing ideas to create strategies and plans to produce the best solution to a challenge. • Leading groups and utilising negotiation skills. Developing map reading skills including the use of cardinal points, scale, and direction to create, plan and follow routes around a course.
---	---	---



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Summer 1

<p>PSHE: Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Relationships” this half term.</p> <p>This topic will cover:</p> <ul style="list-style-type: none"> • Recognising Me • Safety with Online Communities • Being in an Online Community • Online Gaming • Screen Time • Staying safe and Happy Online 	<p>French: Taught by Ms Holden (IVC) on Monday afternoons.</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 ‘Les vêtements’ and the class will learn to:</p> <ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular ‘er’ whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective ‘my’ in French and describe clothes in terms of colour. • Revisit the use of the possessive adjective ‘my’ in French and describe clothes in terms of colour. 	<p>Computing:</p> <p>In this unit, we will create vector drawings by learning how to use different drawing tools to help create images.</p> <p>We will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.</p> <p>We will learn to:</p> <ul style="list-style-type: none"> • Identify that drawing tools can be used to produce different outcomes. • Identify the shapes that are used to make vector drawings. • Gain an understanding of layers and how they are used in vector drawings. • Find out how to select and duplicate multiple objects at a single time. • Use the skills they have gained in this unit to create a vector drawing for a specific purpose.
--	---	---