



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Summer 2

<p>English: This term, our core text in English will be continuing with 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 • Punctuating direct speech. • Using commas to clarify meaning. • Mixed suffixes and verb prefixes. <p>Reading skills covered: All VIPERS 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. 	<p>Sharing the planet</p> <p>Central Idea: Humans control the future of resources</p> <p>Lines of Inquiry: An inquiry into how can we make sure everyone has enough clean water, food, and energy? (responsibility)</p> <p>An inquiry into how has the international availability of different resources changed over time? (change)</p> <p>An inquiry into what are the consequences for a community when it lacks access to essential resources? (form)</p> <p>Key Vocabulary</p>	<p>Maths: This half term we shall be covering the following aspects of the Maths curriculum:</p> <p>For the second half of this term, we will be focusing on decimals, negative numbers, converting units, measurement & volume and statistics. We will focus on the following skills:</p> <ul style="list-style-type: none"> • Multiplying and dividing decimals by 10, 100, and 1000 • Understanding, comparing and ordering negative numbers • Counting through zero in 1s and multiples • Converting units including kilograms and kilometres; millimetres and millilitres; units of length; metric and imperial units; units of time • Understanding cubic centimetres • Comparing and estimating volume • Estimating capacity • Drawing, reading and interpreting line graphs and tables.
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<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.					
Key Concepts: <ul style="list-style-type: none">• Responsibility• Change• Form	Resources	Sustainability	Responsibility	Approaches to Learning: <ul style="list-style-type: none">• Social - Supporting others, respecting others, social intelligence.• Communication - Interpreting, reading, speaking.• Thinking - Generating novel ideas, considering new perspectives, application	
	Inequality	Community	Conflict		
	Cooperation	Access	Scarcity		
	Change	Equity	impact		
Line of Inquiry: An inquiry into how can we make sure everyone has enough clean water, food, and energy? <i>Responsibility</i> In this Line of Inquiry, we will cover the following concepts: <ul style="list-style-type: none">• Investigate how clean water is collected in different parts of the world and how we can conserve it in everyday life.• Research how different cultures and time periods have addressed problems of food and water shortages.• The importance of these resources and how different countries around the world are affected by limited access to these.• Investigate how the water cycle supports life and why it is essential to protect freshwater sources.• Explore how food is grown, distributed, and wasted, and how we can reduce our environmental footprint.			Line of Inquiry: An inquiry into how has the international availability of different resources changed over time? <i>Change</i> In this line of Inquiry, we will cover the following concepts: <ul style="list-style-type: none">• Explore how global trade routes and exploration changed the way resources were shared between countries and communities.• Investigate how scientific discoveries and technological advances (e.g., irrigation, food storage) have changed access to food, water, and energy.• Explore how human demand for natural resources has changed ecosystems and biodiversity.• Examine how energy use has evolved—from fire and coal to electricity, solar, and nuclear energy.• Compare how different societies used resources based on climate, geography, and technology available at the time.		



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Line of Inquiry: An inquiry into what are the consequences for a community when it lacks access to essential resources? *Form*

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

- Investigate how a lack of clean water, food, or energy affects people's health, education, and quality of life.
- Explore how environmental challenges such as drought, famine, or pollution can disrupt communities.
- Research historical examples where communities were forced to migrate or change due to lack of essential resources.
- Explore how natural disasters (e.g., droughts, floods) impact access to essential resources.
- Compare how different governments or societies have supported—or failed to support—communities in need.

Science:

In Science we are using our central theme as a basis for our lessons this term.

We will:

- Investigate how clean water is filtered and treated.
- Consider what happens when a resource (like a food source or clean water) is scarce.
- Learn about fossil fuels, solar, wind, and hydro energy.
- Discuss how humans use these resources and the environmental impact.
- Investigate climates in different regions and how they affect access to food, water, and energy.
- Understand how climate change is impacting these resources today.

Art:

This half term we will be continuing to base our art and DT projects on Groundbreaking Greeks.

We will be learning about ancient Greek pottery, and we will have a go at making our own Greek pots, depicting a myth of our choice.

We will be:

- Decorating pottery, transferring our original designs from sketchbooks to the final product.
- Improving mastery of art and design techniques, including drawing, painting, and sculpture, using a range of material

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.



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<p>Music:</p> <p>Music: Taught by Mrs Craven on a Tuesday afternoon.</p> <p>This half term our focus on the use of whole class ukelele and voice.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Singing unaccompanied in two or three • Improving • Composing • Using the voice confidently • Perform simple accompaniments on tune. • Compose and perform within a structure 	<p>French:</p> <p>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.</p> <p>Our next unit will focus on 'Les Jeux Olympiques (The Olympic Games)'. Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French.</p> <p>They will learn to 'gist' read, listen, and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.</p>	<p>PE:</p> <p>This half term Willow will be spending two sessions a week in the pool developing their swimming skills.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Ensuring safe self-rescue in our pool • Working towards improving strokes to eventually swim competently, confidently and proficiently over a distance of at least 25 metres. • Using a range of strokes effectively, for example, front crawl, backstroke, and breaststroke.
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PSHE:

Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Changing Me” each Monday this half term.

This topic will cover:

- Self-Image and Body Image
- Puberty For Girls
- Puberty For Boys
- Conception
- Looking Ahead



Computing:

This half term’s unit is titled ‘iTech’ which is all about exploring how technology can be used in the wider world. Over this course, pupils will look at how technology is used by the police and associated organisations, like CSI teams. Pupils will learn what skills and characteristics benefit this line of work and examine the skills they use every day in school to see if they are transferable. During iCSI, pupils will solve a crime using technology available to them. Pupils will take fingerprints, create photo fits, crack codes, and hack digital devices. They will also use a mind mapping tool to store all their data digitally, this will be added to as more information comes to light.