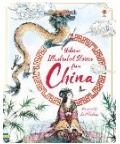

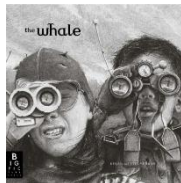




Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Spring 1

<p>English:</p> <p>Reading:</p> <p>In our daily 'Book Club' sessions this term we will continue to be applying our VIPERS skills to 'Illustrated Stories from China' by various storytellers, published by Usborne.</p>  <p>As well as linking to our inquiry through the lens of ancient China, it provides an opportunity for the class to answer questions related to:</p> <p>V – Vocabulary: Understand the meaning of words in context.</p> <p>I – Inference: Read between the lines to figure out what's implied but not directly stated.</p> <p>P – Prediction: Guess what might happen next using clues from the text.</p> <p>E – Explanation: Explain reasons for events, character actions, or the writer's choices.</p> <p>R – Retrieval: Pick out and recall key facts or details directly from the text.</p> <p>S – Summarise/Sequence: Put main ideas in order or give a brief summary of what happened.</p>	<h2 style="background-color: #d9e1f2; padding: 10px;">How We Express Ourselves</h2> <p>Central Idea:</p> <p>Civilisations use art and storytelling to communicate their values, beliefs, and understanding of the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into how art and folktales can communicate fundamental beliefs about the planet (Function). • An inquiry into how mythology and art can develop people's understanding of societies and civilisations (Perspective). • An inquiry into the connection between daily life and mythology (Connection). 	<p>Writing:</p> <p>We will read 'Rumaysa' by Radiya Hafiza, focusing on the writing outcomes of:</p> <ul style="list-style-type: none"> • Fairy tale reworkings (prequels) • Warning posters • Diary entries • Dialogue • Villain's lair adverts • Character descriptions • Missing narratives  <p>Following this we will look at 'The Whale' by Ethan & Vita Murrow, when the class will engage with:</p> <ul style="list-style-type: none"> • Film pitches • Reported speech • Speech and thought bubbles • Description • Recounting in role • Letters to a newspaper editor  <p>Grammar and punctuation will be taught by embedding it within the class literature, using hands-on activities like Grammar Splats and sentence strips for collaborative and contextual learning, rather than through worksheets.</p>
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Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Spring 1

<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 a 4-digit number by 1-digit and 2-digit numbers. • Solving problems with multiplication. • Short division. • Dividing a 4-digit number by a 1-digit number. • Dividing with remainders. • Efficient division. • Multiplying unit and non-unit fractions by integers. <p>Number – Fractions:</p> <ul style="list-style-type: none"> • Multiplying mixed numbers by integers. • Calculating fractions of quantities and amounts. • Using fractions as operators. 	<p>Key Vocabulary</p> <table border="1" style="margin: auto;"> <tr> <td>Civilisation</td> <td>Symbol</td> <td>Myth</td> </tr> <tr> <td>Oracle Bones</td> <td>Legend</td> <td>Scroll</td> </tr> <tr> <td>Dynasty</td> <td>Values</td> <td>Beliefs</td> </tr> <tr> <td>Calligraphy</td> <td>Tradition</td> <td>Artefact</td> </tr> </table>			Civilisation	Symbol	Myth	Oracle Bones	Legend	Scroll	Dynasty	Values	Beliefs	Calligraphy	Tradition	Artefact	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Self-Management – Managing time and emotions, staying organised and safe, making responsible choices, and showing perseverance and independence in learning. • Social - Working cooperatively, showing empathy and respect, resolving conflict, listening to different perspectives, and contributing positively to groups and communities. • Communication - listening, speaking, reading, writing, and presenting effectively to share ideas, understand others, and express learning in different ways. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Responsibility: <i>How were stories used to teach people to act responsibly? What responsibilities did stories show towards family, leaders, and nature? Why was storytelling an important way to pass on values in Ancient China?</i> • Causation: <i>Why did Ancient Chinese people create certain artworks and symbols? What caused themes or messages to appear in Ancient Chinese art? How did events or beliefs influence what artists chose to show?</i> • Perspective: <i>Whose voices are heard in Ancient Chinese myths and legends? How do stories show different ways of thinking about life, nature, and responsibility? How might the same story be understood differently by different people?</i>
	Civilisation	Symbol	Myth													
Oracle Bones	Legend	Scroll														
Dynasty	Values	Beliefs														
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Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Spring 1

Line of Inquiry: An inquiry into how art and folktales can communicate fundamental beliefs about the planet (Function).

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

History skills

Ancient China

- Explore how people in ancient China understood the planet and natural world.
- Investigate how beliefs in ancient Chinese dynasties shaped society, leadership, and interactions with the environment.
- Examine historical sources from ancient China to interpret ideas about nature and Earth.
- Recognise how folktales, traditions, and daily life in ancient China reflected environmental beliefs.

Art Skills

- Analyse how art can communicate ideas and beliefs about the planet.
- Explore how artists use symbols, materials, and imagery inspired by nature.
- Understand how creative works reflect relationships between humans and the environment.

Science Link

- Children will explore ancient Chinese understandings of Earth systems, seasons, and balance in nature and recognise how early scientific ideas in ancient China connected to cultural beliefs.

Line of Inquiry: An inquiry into how mythology and art can develop people's understanding of societies and civilisations (Perspective).

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

History skills

Ancient China

- Explore how mythology in ancient China reveals information about society, leadership, and daily life.
- Investigate how art and historical sources from ancient Chinese dynasties reflect social structures, values, and traditions.
- Examine how myths, artefacts, and records help historians understand ancient Chinese civilisations.

Art Skills

- Analyse ancient Chinese artworks to understand how societies and civilisations are represented.
- Explore how mythology influenced artistic expression in ancient China.
- Understand how art communicates cultural identity, roles, and beliefs.

Science Link

- Children will explore how developments in ancient Chinese science and technology reflect the needs and values of the civilisation and investigate how scientific knowledge in ancient China supported society, such as agriculture, medicine, and engineering.

Line of Inquiry: An inquiry into the connection between daily life and mythology (Connection).

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

History skills

Ancient China



Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Spring 1

- Explore how mythology in ancient China reflected daily life, traditions, and social roles.
- Investigate how stories from ancient Chinese dynasties explained everyday experiences such as farming, family life, leadership, and festivals.
- Recognise how daily life and mythology were interconnected in ancient Chinese civilisations.

Art Skills:

- Analyse ancient Chinese art to identify connections between everyday life and mythology.
- Explore how myths were represented in artworks connected to rituals, objects, and daily use.
- Understand how art communicated stories that were part of ordinary life in ancient China.

Science Link

- Children will investigate how myths helped explain natural events that affected daily life, such as seasons, weather, and health and recognise how practical knowledge in ancient China developed alongside mythological explanations.

<p>Science</p> <p>The topic this half-term will be Properties of Materials.</p> <p>During this topic we will cover the following knowledge and skills:</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 	<p>Art/DT</p> <p>As part of this half term’s inquiry, children will explore:</p> <ul style="list-style-type: none"> • How Chinese civilisations have used art and storytelling to express values, beliefs, and knowledge. • The cultural importance of dragons in Chinese mythology and create their own dragon-inspired designs. • The Four Gentlemen and learn traditional brush techniques to paint bamboo, plum blossoms, orchids, and chrysanthemums. • Explore Ming porcelain, analysing traditional motifs and colour palettes before designing and painting their own ceramic tile or paper plate using blue and white glaze effects. 	<p>R.E:</p> <p>This half term we will consider the question ‘Why do people have to stand up for what they believe in?’</p> <p>During this topic the class will learn to:</p> <ul style="list-style-type: none"> • Identify challenges people face because of their religious beliefs. • Suggest ways to create positive change. • Express the different ways light symbolises celebration. • Assess different points of view. • Begin to use the terms bias, stereotype and prejudice. • Explore various viewpoints surrounding religious prejudice.
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<p>comparisons, identify changes, classify and make links between cause and effect.</p> <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Consider why there are still issues regarding religious freedom today.
<p>PSHE: Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Dreams & Goals” each Thursday this half term.</p> <p>We will cover the following topics:</p> <ul style="list-style-type: none"> • My Dream Lifestyle • Keeping Track of Money • My Dream Job (and Why I Want It) • Dreams and Goals of Other People in Other Cultures • How Can We Support Each Other? • Rallying Support 	<p>Computing: In computing this half term we will be looking at Programming - Selection in Physical Computing</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Using physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. • Learning how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. • Introducing conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure). 	<p>PE: Outdoor PE this half-term will be focused on Football.</p> <p>Skills that will be covered: Understanding of the attacking and defending principles. Thinking about how skills, strategies and tactics can be used to outwit the opposition. Developing the understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules Evaluating their own and others performances.</p> <p>Indoor PE this half term will be focused on Gymnastics.</p>



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	<p>French:</p> <p>French will be taught by Madam Holden on Thursdays.</p> <p>We will cover the following topics and skills:</p> <ul style="list-style-type: none">• To make a presentation about their own/a fictitious family in both spoken and written form in French.• To integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary.• To demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language• To create more personalised responses, as the unit supports the change from 1st person singular to 3rd person singular.	<p>Skills that will be covered:</p> <p>Developing balancing, rolling, jumping and inverted movements.</p> <p>Exploring partner relationships such as canon and synchronisation and matching and mirroring.</p> <p>Receiving and providing feedback in order to make improvements on their performances.</p> <p>Developing performance skills considering the quality and control of their actions.</p>
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