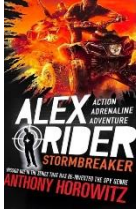

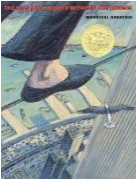




Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Summer 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 'Stormbreaker' by Anthony Horowitz.</p>  <p>The novel will provide 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 Organise Ourselves</h2> <p>Central Idea:</p> <p>Systems of trade and resource use influence how communities develop and interact.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into how natural resources are used and exchanged. (Function) • An inquiry into how trade connects people and places. (Connection) • An inquiry into how choices about resource use affect community wellbeing. (Responsibility) 	<p>Writing:</p> <p>We will read 'The Island' by Armin Greer focusing on the writing outcomes of:</p> <ul style="list-style-type: none"> • Welcome guides • Descriptions • Letters of advice • Diary entries • Imagined conversations • Narrative sequels  <p>Following this we will look at the poetic tale 'The Man Who Walked Between the Towers' by Mordecai Gerstein, when the class will engage with:</p> <ul style="list-style-type: none"> • Fact files • Journalistic writing • Setting descriptions • Letters of advice • Persuasive speeches • Biographies  <p>This half term, the writing skills we will be developing include:</p> <ul style="list-style-type: none"> • Using passive verbs • Using expanded noun phrases • Indicating degrees of possibility with adverbs and modal verbs • Using relative clauses • Using parenthesis • Using commas to avoid ambiguity and clarify meaning
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Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Summer 1

<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Geometry - Shape:</p> <ul style="list-style-type: none"> • Understanding and using degrees • Classifying angles • Estimating angles • Measuring angles up to 180° • Drawing lines and angles accurately • Calculating angles around a point • Calculating angles on a straight line • Lengths and angles in shapes • Regular and irregular polygons • 3D Shaped <p>Geometry – Position and Direction:</p> <ul style="list-style-type: none"> • Reading and plotting coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines <p>Number - Decimals</p> <ul style="list-style-type: none"> • Using known facts to add and subtract decimals within 1 • Complements to 1 • Adding and subtracting decimals across 1 • Adding and subtracting decimals with the same and different numbers of decimal places 	<p style="text-align: center;">Key Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Natural Resources</td> <td>Renewable</td> <td>Non-Renewable</td> </tr> <tr> <td>Trade</td> <td>Import</td> <td>Export</td> </tr> <tr> <td>Supply Chain</td> <td>Interdependence</td> <td>Economy</td> </tr> <tr> <td>Sustainability</td> <td>Environmental Impact</td> <td>Fairtrade</td> </tr> </table>	Natural Resources	Renewable	Non-Renewable	Trade	Import	Export	Supply Chain	Interdependence	Economy	Sustainability	Environmental Impact	Fairtrade	<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. • Thinking – using critical and creative thinking skills to analyse information, make connections, solve problems, reflect on ideas, and develop new understandings. • Social - Working cooperatively, showing empathy and respect, resolving conflict, listening to different perspectives, and contributing positively to groups and communities. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function: <i>How are natural resources found, used and changed into products that people need? How does the journey of a product (such as cotton) work from raw material to finished item? How do trade systems operate to move goods between countries?</i> • Connection: <i>How are countries connected through the trade of natural resources such as cotton? What links exist between the places where resources are produced and where they are used? How does trade connect people's lives across different parts of the world?</i> • Responsibility: <i>How can our everyday choices as consumers affect people and environments in other countries? What can be done to make trade fairer for everyone involved? How can communities use resources in a way that protects the environment for the future?</i>
Natural Resources	Renewable	Non-Renewable												
Trade	Import	Export												
Supply Chain	Interdependence	Economy												
Sustainability	Environmental Impact	Fairtrade												



Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Summer 1

Line of Inquiry: • An inquiry into how natural resources are used and exchanged.
(Function)

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

Geography skills

- Explore how natural resources such as cotton, oil and timber are distributed across the world, using world maps and atlases to identify key regions and linking this to climate and physical geography.
- Investigate how cotton is grown and produced in countries such as India and the USA, using case studies to understand how natural conditions influence resource availability and economic activity.
- Analyse global resource distribution maps and data to identify patterns in where resources are found and explain why some countries have greater access to certain resources than others.
- Develop understanding of renewable and non-renewable resources and describe how these are used by humans, linking to National Curriculum expectations of understanding key aspects of physical geography and natural resources.

Art Skills

- Investigate how natural resources such as cotton are transformed into textiles, exploring fibre properties through sketching and material studies.

Science Link

- Explore how access to natural resources such as food and clean water supports human growth, linking to gestation periods, lifespan, and survival in different environments.

Line of Inquiry: • An inquiry into how trade connects people and places.
(Connection)

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

Geography skills

- Explore how global trade connects countries by mapping trade routes such as the journey of cotton from production in India to manufacture and sale in the UK, using atlases and digital maps.
- Investigate how countries import and export goods, using data and graphs to understand trade relationships and economic connections between regions.
- Examine case studies of global trade networks, including the textile industry, to understand how goods, people and ideas move between places and create interdependence.
- Develop understanding of human geography by explaining how trade links people and places, meeting National Curriculum expectations related to economic activity and global connections.

Art Skills

- Investigate traditional and modern textile designs from around the world, exploring how trade has influenced patterns, materials and fashion across cultures.

Science Link

- Explore how trade affects access to resources such as food, medicine and clothing, and how this impacts human development across stages of the life cycle including childhood, adolescence and adulthood.



Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Summer 1

Line of Inquiry: • An inquiry into how choices about resource use affect community wellbeing. (Responsibility)

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

Geography skills

- Explore how the use of natural resources, particularly in industries such as fast fashion, impacts communities and environments, using case studies to examine both positive and negative effects.
- Analyse data on environmental impacts such as carbon emissions, water usage and pollution linked to textile production, using charts and graphs to support understanding.
- Investigate how sustainable practices such as Fairtrade and ethical sourcing aim to improve community wellbeing, comparing different approaches to resource use.
- Develop understanding of how human activity affects the environment and how responsible choices can support sustainability, meeting National Curriculum expectations related to environmental impact and responsible resource use.

Art Skills:

- Design and create a sustainable textile product (such as a drawstring bag), applying knowledge of environmentally responsible materials, production methods and consumer choices.

Science Link

- Explore how environmental conditions and resource availability affect human health, wellbeing and life expectancy across the human life cycle.

Science

The topic this half-term will be [Animals - including Humans](#).

[During this topic we will cover the following knowledge and skills:](#)

- Learning how humans grow and develop. They look at the six stages of the human life cycle – foetus, baby, child, adolescent, adult and elderly adult.

Art/DT

As part of this half term’s inquiry, children will explore:

- How natural resources are transformed through global trade into textiles and fashion.
- How cotton is grown, processed, and used in industry, and look at examples of traditional and modern textile use across the world.
- Designing and creating a fashionable drawstring bag, applying techniques such as stitching, embellishment, pattern drafting, and logo design.

R.E:

This half term we will continue to consider the question ‘What happens when we die?’

[During this topic the class will learn to:](#)

- Recognise beliefs about the soul being part of God.
- Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life.
- Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation.



Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Summer 1

<ul style="list-style-type: none"> Looking at the key features of each stage of the human life cycle and exploring each stage in more detail. Exploring where they and other familiar people (such as teachers and family members) are within the life cycle. Understanding that babies, children and adolescents grow rapidly in terms of mass and height and that they tend to reach a peak in their growth when they become an adult. 	<ul style="list-style-type: none"> Throughout the unit, children will consider the environmental impact of the fashion industry and the concept of sustainable design. 	<ul style="list-style-type: none"> Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. List ways a person can gather karma through actions and experiences. Suggest ways some Sikh practices and funeral rites may comfort someone experiencing death. Discuss the meaning of moksha and nirvana, drawing similarities from them.
<p>PSHE: Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Relationships” each Thursday this half term.</p> <p>We will cover the following topics:</p> <ul style="list-style-type: none"> Recognising Me Safety with Online Communities Being in an Online Community Online Gaming Screen Time Staying Safe & Happy Online 	<p>Computing: In computing this half term we will be looking at Creating media - Introduction to vector graphics.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> How to use different drawing tools to help them create images. Recognising that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Layering their objects and beginning to group and duplicate them to support the creation of more complex pieces of work. 	<p>PE: PE with Miss Tweddle this half-term will be focused on Athletics.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> Thinking about how to achieve maximum speed, height, distance or accuracy in an event. Persevering to achieve personal bests. Learning to improve by identifying areas of strength as well as areas to develop. Leading through officiating and providing feedback to others.



Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Summer 1

	<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">• Recognising and recalling from memory 21 items of clothing.• Exploring the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.• Revisiting the use of the possessive adjective 'my' in French and describe clothes in terms of colour.• Revisiting the use of the possessive adjective 'my' in French and describe clothes in terms of colour.	<p>Our other PE sessions this half term will be focused on Outdoor Adventurous Activities (OAA).</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none">• Working individually and collaboratively in pairs and groups to solve problems.• Being inclusive of others, sharing ideas and creating strategies and plans to produce the best solution to a challenge.• Leading a group and using negotiation skills.
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