

# Year 5 Overview Spring 2024

|   | In class your child will....  | At home you could.....   |
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| <b>Science</b>  |   |  |
| <b>Properties and Changes of Materials</b>                  | <p>Learn about solids, liquids and gases and their properties.</p> <p>Explore what happens when solids and liquids are mixed.</p> <p>Learn about reversible changes including the processes associated with water changing state and explain the water cycle.</p> <p>Learn about irreversible changes such as baking, burning and dissolving.</p> | <p><i>Compare the mass of a can of Coke and a can of Diet Coke. Why do you think this is? Listen to RSC podcasts about kitchen chemistry <a href="https://edu.rsc.org/primary-science/solids-liquids-and-gases-primary-science-podcasts/2347.article">https://edu.rsc.org/primary-science/solids-liquids-and-gases-primary-science-podcasts/2347.article</a></i></p> <p><i>Talk about evaporation and condensation around the house (e.g. steam from the kettle in the kitchen and foggy mirrors in the bathroom).</i></p> <p><i>Create your own cloud in a glass using the instructions from the Met Office <a href="https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/experiments/cloud">https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/experiments/cloud</a></i></p> <p><i>Bake a cake and discuss how this is an irreversible change.</i></p> <p><i>Challenge your family: who is the quickest to make a jelly? What conditions speed up the process?</i></p> |
| <b>Computing</b>  |   |  |
| <b>Webpage design</b>                                       | <p>Comment on the features and layout of a webpage. Create a new webpage with a chosen layout and format text in the webpage. Independently search for images that can be used in documents. Publish and share the webpage they have created.</p>   | <p><i>Create some questions about your chosen topic to search in Google. Eg. "Where is the world's highest mountain?"</i></p> <p><i>Change them into statements with a blank. Eg. "The world's highest mountain is in *."</i></p> <p><i>Search both and see which gives the better search results.</i></p> <p><i>Think of an interesting way to record and compare the search results. Eg. Table? Graph? Poster?</i></p> <p><i>Record at least 3 of the interesting facts you have found out!</i></p> <p><i>Google Pages is a free online tool for webpage design; try it out at home.</i></p>   |
| <b>Private and Personal Information / Our Online Tracks</b> | <p>Learn the difference between private and personal information, considering what is safe to share online.</p> <p>Begin to understand their 'digital footprint' and what is recorded online.</p>   | <p><i>Continue to support your child in their use of online tools and media.</i></p> <p><i>Visit the school website and refer to the Willand Word for up-to-date information to support you with this.</i></p>   |
| <b>Religious Education</b>                                  |   |  |
| <b>Why do Christians believe that Jesus is the Messiah?</b> | <p>Understand the place of Incarnation and Messiah for Christians within the 'big story' of the bible.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Discuss why Christians believe the world needs a 'Saviour'.</p>  | <p><i>Think about things that are happening in the world at the moment e.g. through watching Newsround. Discuss what a person or a 'Saviour' saving the world might be able to do right now to help.</i></p>   |
| <b>Why is the Torah important to Jewish people?</b>         | <p>Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p>  | <p><i>Watch the videos about Shabbat (<a href="https://www.bbc.co.uk/bitesize/topics/znwhfq8/resources/1">https://www.bbc.co.uk/bitesize/topics/znwhfq8/resources/1</a>)</i></p> <p><i>Write a diary entry as if you are a Jewish child celebrating Shabbat.</i></p>   |

| Geography   |  |   |
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| <b>Mountains</b>                                    | Investigate places in the UK, Europe and further afield that share a similar physical environment.<br>Use maps, atlases and globes to describe features. Use grid references to build their knowledge of the wider world.  | <i>Create a model of a mountain range and bring it in to show your teacher. Research which mountain has the highest peak and where is it located in the world.<br/>Find out what the weather is like in a mountainous area.<br/>Create a fact file for a mountain range in the UK or a place you have visited.</i>    |
| Art   |  |   |
| <b>Landscapes: David Hockney</b>                    | Explore the work of David Hockney.<br>Use different mediums to draw landscapes, including the iPad.<br>Explore drawing using different perspectives.   | <i>Draw what you can see out of your bedroom window.<br/>Choose an item that is special to you and complete an observational drawing.</i>   |
| Design Technology                                   |  |   |
| <b>Textiles: Making a Misfit Animal</b>             | Children will design and make their own 'misfit animal' using recycled materials. They will select and use materials according to their functional properties and aesthetic qualities. They will use tools to cut, shape, join and finish. Finally, the children will evaluate their product against their original design criteria. | <i>Bring in some fabric from home (an old T-shirt or pair of socks is ideal, or something fluffy)<br/>Practise your sewing skills. Make some clothes for a toy, a bag, face mask or decoration.<br/>How many different types of stitch can you use?</i>   |
| Music   |  |   |
| <b>How Does Music Teach Us About Our Community?</b> | Children will be exposed to a variety of styles of music. They will be learning about the 'texture' of music and identifying the layers of sounds they can hear in songs. They will explore how voices and instruments combine to create texture in music. They will be listening, responding, improvising and performing.           | <i>Share some of your favourite music with your child. Talk about what instruments they can hear and what type of music it is.<br/>Use Chrome Music Lab to play around with different sounds and compose music.<br/><a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></i> |
| Personal, Social and Health Education               |  |   |
| <b>Dreams and Goals</b>                             | What they would like to be when they are older (their dream lifestyle).<br>Investigate jobs and careers and what would be needed to achieve these.<br>Understanding the dreams and goals of young people from other cultures.  | <i>Discuss jobs and careers that friends and family have. Are they happy in their job/career?<br/>What did they need to do to achieve their dream job?</i>  |
| <b>Healthy Me</b>                                   | Learn about some of the health risks of tobacco and alcohol.<br>Learn some basic first aid procedures and consider how to keep themselves safe.<br>Reflect on body image and its portrayal in the media.<br>Understand how to make healthy food and lifestyle choices.   | <i>Get your child involved in choosing and making a healthy meal at home.<br/>Discuss with your child how healthy / unhealthy choices are portrayed in the media.<br/>Allow your child to practise their first aid skills on you at home and talk about when they might need them.</i>                                |

| Physical Education           |   |  |
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| <b>High Fives</b>            | Identify the different types of pass used in netball.<br>Apply and practise footwork rules.<br>Use marking and dodging for tactical play.<br>Shoot accurately using a range of strategies.  | <i>To develop skills:</i><br><i>Play piggy-in-the-middle with your friends and family. Can you vary the type of throw you use?</i><br><i>Practise jumping, landing without travelling and pivoting.</i><br><i>To be inspired:</i><br><i>Research the England netball team.</i>   |
| <b>Gymnastics</b>            | Create a phrase that will include a range of gymnastic actions, balances and jumps that demonstrates change of level, speed and direction. Adapt the routine to incorporate levels and apparatus.<br>Perform the sequence to peers.   | <b>To develop skills:</b> <i>Do stretches to increase flexibility and control. Practise holding balances. How many one, two or three point balances can you create?</i><br><b>To be inspired:</b> <i>Watch British Gymnastics on TV (the British Championships for Artistic Gymnastics are taking between the 14th-17th March).</i>  |
| Modern Languages             |   |  |
| <b>French: Les Vêtements</b> | Learn and recall from memory 21 items of clothing by completing a range of speaking, reading and written activities. Use the verb 'porter' to describe what someone is wearing. Learn how to describe clothes in terms of colour and produce a final creative activity where the children will pack a suitcase for a holiday. | <i>Play some games to practise the vocabulary for this topic.</i><br><br><i>Go to the website <a href="https://www.languageangels.com/schools/">https://www.languageangels.com/schools/</a></i><br><br><i>Click on 'LOGIN'</i><br><br><i>Select 'PUPIL LOGIN'</i><br><br><i>Your username and password are as follows -</i><br><br><i>5ML Username year5ml Password LA2022</i><br><br><i>5T Username and passwords are in their homeschool books.</i><br><br><i>Select 'GAMES' and then click on 'LEVEL 3'</i><br><br><i>Then select our topic 'Les vêtements'</i> |
| <b>La Date</b>               | In this unit the children will learn how to:<br>Repeat and recognise the months of the year in French.<br>Ask when somebody has a birthday and say when they have their birthday.<br>Say the date in French.<br>Create a French calendar.<br>Recognise key dates in the French calendar.                                      | <i>See the instructions above to play the games for this topic.</i><br><i>After clicking on 'French' select the topic 'La Date'</i>  |