

Philosophers Class learning Overview –Spring Term 2024 Year 5 –Mrs Broomfield

Enquiry 3 – Linnaeus and Darwin - what connects them?

Enquiry 4 – How big is your footprint?

Dates: 08.01.23 – 28.03.24

Partnership with parents: - Home learning is mainly set through google classroom. Help your child access online learning. Read together, discuss texts both fiction and non-fiction, look up new words to clarify meaning. Monitor online learning and discuss online safety.

Home Learning Opportunities/Activities

Read regularly at least four times a week at home. Use Mathletics to improve maths skills and understanding. Use google classroom to access home learning and submit/hand in home learning

English

What do we want the children to learn?

Understand root words, prefixes and suffixes (morphology and etymology).
To read aloud and to understand the meaning of new words that they meet.
Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
To use dictionaries to check the spelling and meaning of words
To use a thesaurus.
To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form.
To develop initial ideas, drawing on reading and research where necessary
To consider how authors have developed characters and settings. To evaluate and edit by assessing the effectiveness of their own and others' writing.
To use the correct tense throughout a piece of writing,
To Proofread for spelling and punctuation errors.

What learning opportunities will we provide?

Weekly spelling list of statutory words and spelling patterns.
Opportunity to read a variety of fiction and non-fiction texts in guided reading and a class book.
Different genre including historical stories, this term we are reading 'Darwin's Dragons' and 'Fourteen Wolves'
Discussion of texts read, to ask questions to challenge ideas.
Develop handwriting through practice.
Daily individual reading in class (and at home).
To write stories, poems and non-chronological reports.
Share and discuss their writing with their peers.

Mathematics

What do we want the children to learn?

Extend understanding of the number system and place value to include larger numbers.
Develop the connections between multiplication and division.
To solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.
By the end of year 5, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.
Pupils will be able find equivalent fractions, add and subtract fractions with the same denominator. Convert improper fractions to a mixed number and vice versa. Convert fractions to decimal fractions and percentages.
Children will be expected to clearly show all working out and the steps taken including exchanging.

What learning opportunities will we provide?

Putting maths into 'real-life' situations.
Practising and extending children's knowledge of number and place value.
Weekly Mathematical challenges
Times tables challenges.
Regular practise of the 'key' mathematics skills.
Using and applying maths in other subjects.
Maths day – fun with maths.
Children have access to Mathletics to practice and extend their understanding.
Children will also have access to Times Tables Rock Stars, to maintain instant recall of all facts.
Daily multiplication practice and maths fluency.

Enquiry 3 – Linnaeus and Darwin - what connects them?

What do we want the children to learn?

Living things and their habitats:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals;
- give reasons for classifying plants and animals based on specific characteristics.

Evolution and inheritance

What learning opportunities will we provide?

Children will explore similarities and differences between animals and their young.
Explore how living things have adapted to their environment
Children will be encouraged to ask questions based on the learning and have opportunity to research and present their answers.

Enquiry 4 – How big is your footprint?

What do we want the children to learn?

Scientist Electricity:

- associate the brightness of a lamp or buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when

What learning opportunities will we provide?

Children will recap previous learning of electricity and build on this knowledge to explore sustainability and renewable power sources.

<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Working Scientifically</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. <p><u>Historian</u></p> <p>History know how</p> <ul style="list-style-type: none"> note connections, contrasts and trends over time and develop the appropriate use of historical terms; understand how our knowledge of the past is constructed from a range of sources. 	<p>Challenge:</p> <p>Design an adaptation that might occur in an animal* to survive a changing habitat (linked to climate change).</p> <p>Through research make a mini biography about Linnaeus and Darwin. Explore how historians use the past to ask and answer questions. Use evidence to answer their own questions. Consider which sources are reliable and how can we be sure.</p>	<p>representing a simple circuit in a diagram.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Reporting and presenting finding from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations <p>Geographer</p> <p>Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Human and physical geography; describe and understand key characteristics of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Artist</p> <p>create sketch books to record their observations and use them to review and revisit ideas;</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p>Challenge:</p> <p>To create a Class newspaper – sharing research and facts how we can help stop and slow global warming</p>
RE/PSHE		Music	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
<p>WS- Beliefs and questions</p> <p>Q- What do different people believe God is like?</p> <p>WS- Symbols and religious expressions</p> <p>Q- What are the deeper meanings of festivals?</p> <p>UC- Salvation</p> <p>Q- What do Christians believe did to save Human Beings?</p> <p>PSHE; How to get on with others</p>	<p>Develop understanding through discussion, expressing their own views and what beliefs</p> <p>Explore what message is told through stories and religious teaching and understand what it means to individuals.</p> <p>Share stories from the Bible and compare stories from other beliefs.</p> <p>Develop understanding of respect and value others opinions and beliefs.</p> <p>Understand our own feelings and emotions. Consider how we react and how this affects others.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To learn about composers and musicians and develop an understanding of the history of music.</p>	<p>Access to individual instrumental lessons (cost involved)</p> <p>Music lessons led by a specialist music teacher.</p> <p>Explore different genre of music through Charanga music program.</p> <p>Compose their own piece of music; consider the rhythm and beat.</p>

French		Computing	
		Internet safety Digital media Researching, designing, making and evaluating Programming and debugging algorithms	Learn how to stay safe when online at home and at school including smart phones and gaming platforms. We will discuss and debate the responsibility of keeping themselves safe online. Children will create a range of digital representations to present learning.