

## Hiltingbury Junior School Year 5 Spring 2 Curriculum Overview Summary 2022-2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>The Flood</b> - Setting Description, Writing from viewpoint		<b>The Majestic Plastic Bag</b> – analysis of video clip and authorial intent, descriptive recount from the point of view of the plastic bag, persuasive campaign posters to stop plastic pollution			
<b>Grammar</b>	Using adverbials for cohesion Figurative language to create atmosphere and describe settings Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		Exploration of the construction of a range of sentence types (simple, compound and complex) Colons to introduce a list Parenthesis			
<b>Spelling</b>	Spell words ending in 'sure' & 'ture', Know how to spell words with silent letters, Learn patterns for words spelt using 'sc', Learn words with the /i:/ (ee) sound spelt ei after c, Spell words ending in -ible and -able, Spell words ending -ibly and -ably.					
<b>Reading</b>	<i>We will be going on a reading journey using the beautiful picture book 'Nelson Mandela's Long Walk to Freedom' by Chris Van Wyk and will be exploring information texts about South Africa</i>					
<b>Maths</b>	<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>
<b>Science</b>	<b>Forces</b> – In this unit, we will identify and explain the effects of different forces, including air resistance, water resistance and friction. We will explore these forces using a range of experiments and record our results using scientific diagrams and explanations.		<b>Properties and Changes of Materials (Reversible and Irreversible Change)</b> – In this unit, we will compare and group materials according to their properties and we will use our increasing knowledge to carry out a range of investigations involving dissolving, filtering, sieving and evaporating. We will understand and explore reversible and irreversible change.			
<b>PE</b> =	<b>Team Building</b> – Led by Personal Best Education					
<b>Games</b>	<b>Netball</b> – We will recap a range of passes and focus on how to land correctly and pivot in order to pass accurately. We will then practise our marking, defending and shooting skills before applying these in small game situations.					
<b>Computing</b>	<i>Vector Drawings: Creating a vector drawing for a specific purpose and reflecting on the skills we have used and why we have used them.</i>					
<b>Geography</b>	<b>Earth Heroes - Are there simple solutions to big problems?</b> In this unit we will be following a geographical enquiry, considering and learning what solutions there are to problems for the world.					
<b>R.E.</b>	<b>Sewa</b> – This unit will explore the concept of service in Sikh faith. We will discuss our own experience of service and evaluate the importance of service for Sikhs.					
<b>PDL</b>	Valuing Difference: We will be trialling a new unit across the school in all year groups from Year 3 up to Year 6 looking at a range of topics including racism, stereotyping, kindness and friendship.					
<b>ART/DT</b>	<b>Plastic Bag ART and Plastic Sculptures</b> - Inspired by the work of Michelle Reader, and in particular her sculpture, 'A Bellyfull of Fish', we will investigate the purpose of sculpture and the intended response it is meant to create. We will then use these ideas to create our own sea sculptures made from plastic waste to drive our environmental campaign.					
<b>French</b>	<b>Weather</b> – We will build new vocabulary to describe the weather and develop our language learning strategies to help us remember these. We will revise the verb structures Je vais, tu vas, il/elle va and Il fait and use these to write sentences explaining places we visit and the weather.					
<b>Music</b>	<b>Vltava</b> – We will start by identifying the structural and expressive elements of Vltava through listening. We will then focus on recognising and using simple rhythms, rests and a limited number of pitches to compose our own River piece, using the Vltava theme.					