

Hiltingbury Junior School: Year 5 Spring 2 Curriculum Overview Summary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	The Majestic Plastic Bag – 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				Riddle of the Runes – description of characters, settings and atmosphere, historical descriptive recount, suspense story	
Grammar	Exploration of the construction of a range of sentence types (simple, compound and complex) Colons to introduce a list Parenthesis				Recap of simple present and simple past tenses Linking ideas across paragraphs through tense choices	
Spelling	To know that the digraph 'ch' can make the /k/ sound and the /sh/ sound (with words of French origin)	To use the short vowel sound /i/ spelt with y (not at the end of a word)	Adding suffixes beginning with vowel letters to words ending in –fer	Words spelt using 'ge' 'gue' and 'que'	To identify words with 'al' that make an 'ul' sound	To spell words ending in 'sure' and 'ture'
Reading	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.					
Maths	Multiply and divide	Multiply and divide	Multiply and divide	Fractions	Fractions	Fractions
Science	Properties and Changes of Materials (Reversible and Irreversible Change) – 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.					
PE	Outdoor Adventurous Activities – Led by Personal Best Education					
Games	Young Leaders – focusing on key skills of competition and evaluation, we develop qualities of sports leadership and plan and design our own games and activities to lead with peers. We learn to show consideration to elements such as participants, equipment, area, communication and enthusiasm.					
Computing	Copyright, Ownership and Online reputation - In E-safety, our unit will be based around Vector drawings – The children will start to create vector drawings and use different drawing tools to help them create images.					
Geography / History	Waters and Rivers – We will use a range of atlases and maps to locate the River Tees and the characteristic features of its region. We will use key vocabulary to describe and explain the stages in a river's journey and the formation of key landforms, such as a waterfall. We will also explore the water cycle and how changes in weather can affect a river and its people.				Vikings – This unit will be driven by the enquiry 'Who were the Vikings?'. Once we have located the chronology of their time in Britain, we will explore the stereotype image of the Vikings and how they gained this reputation through evaluation of historical sources. We will question if they were more than raiders and the historical evidence that supports this viewpoint.	
R.E.	Resurrection – We will explain what resurrection means and explore the story that illustrates Jesus' resurrection. We will evaluate the significance of the story to Christians and explain our own response to the concept, justifying our opinions.					
PDL	Issues in the Wider World – We will explore the issue of plastic pollution and what can be done to tackle it and make a difference. Money in the Wider World – In this unit, we will learn how to pay for things, how to keep money safe and learn how and why money may affect our feelings.					
ART	River Paintings – We will begin by exploring how artists create the effect of movement in water. We will use observations to produce our own painting of a course of the river, using a range of tools and techniques to create effect.			Pulley Systems – We will explore how to use mechanical systems (specifically pulleys and levers) to create lifting devices which could be used in river management along the River Tees.		
French	Weather and Easter – 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.					
Music	Vltava – 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.					