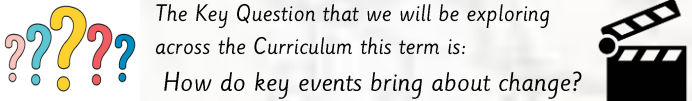





<div>  <p>The Key Question that we will be exploring across the Curriculum this term is: How do key events bring about change?</p> <p>Showcase Week: We will share pictures of our work.</p> <p>The children will be able to talk about changes in the world around them and how change can impact us and our lives today.</p> </div>		<div>  <p>Our class book for this term will be Kensuke's Kingdom by Michael Morpurgo.</p> </div>
<div> <h3>Maths:</h3> <p>Our units this term are:</p> <ul style="list-style-type: none"> <li>Number: Multiplication and Division</li> <li>Number: Fractions</li> <li>Number: Decimals and Percentages</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Multiplying up to 4-digit by 1-digit (recapping 2-digit by 1, 3-digit by 1)</li> <li>Multiplying up to 4-digit by 2-digit</li> <li>Dividing up to 4-digit by 1-digit (recapping 2-digit by 1, 3-digit by 1)</li> <li>Divide with remainders</li> <li>Recapping what fractions are, equivalent fractions and fractions greater than 1</li> <li>Improper fractions to mixed numbers (and vice versa)</li> <li>Number sequences</li> <li>Comparing and ordering fractions</li> <li>Adding &amp; subtracting fractions (fractions within 1, 3 or more fractions etc)</li> <li>Multiply fractions</li> <li>Fractions of an amount</li> <li>Decimals up to 2 decimal places including rounding decimals</li> <li>Percentages (including ordering and comparing decimals and percentages)</li> </ul> </div>	<div> <h3>RE:</h3> <p>Exploring what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p> <p><i>Why do Hindus want to be good?</i></p> <ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> </ul> <p><i>What do Christians believe Jesus did to 'save' people?</i></p> <ul style="list-style-type: none"> <li>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice</li> </ul> <p>➤ <i>Hindus believe in Karma – the law of cause and effect, and that actions bring good or bad karma.</i></p> <p>➤ <i>Hindus have 4 aims in life: religious duty, providing for family, regulated enjoyment and liberation from the cycle of life and rebirth.</i></p> <p>➤ <i>Christians remember Jesus' death throughout the year through the act of communion (the last supper)</i></p> <p>➤ <i>In communion, the bread represents Jesus' body and the wine represents his blood.</i></p> <p><b>Vocabulary:</b> Karma, Samsara, dharma, moksha, salvation</p> </div>	<div> <h3>English (The Power of Reading)</h3> <p><b>Spring Term 1<sup>st</sup> Half</b></p> <p><b>Power of Reading Text:</b> Stormbreaker by Anthony Horowitz</p> <p><b>Synopsis:</b> Alex Rider is not your average fourteen-year-old. Raised by his mysterious uncle, an uncle who dies in equally mysterious circumstances, Alex finds himself thrown into the murky world of espionage. Trained by MI6 and sent out into the field just weeks later, Alex's first mission is to infiltrate the base of the reclusive billionaire suspected of killing his uncle. Filmed &amp; fast-paced (the novel was later made into a feature film), Stormbreaker is a riot of an adventure story in the vein of James Bond offering teachers &amp; children the opportunity to explore the structure of a successful adventure story in detail.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ To explore, in depth, characterisation and settings in an adventure narrative.</li> <li>✓ To explore the motivations and actions of characters.</li> <li>✓ To explore key themes in a longer narrative.</li> <li>✓ To explore similarities and differences between a written and a filmed text.</li> </ul> <p><b>Spring Term 2<sup>nd</sup> Half</b></p> <p><b>Power of Reading Text:</b> The Adventures of Odysseus, Hugh Lupton, Daniel Morden and Christina Balit</p> <p><b>Synopsis:</b> In this retelling of Homer's epic poem The Odyssey, it tells the story of Odysseus' return home to Ithica from fighting in the Trojan wars. His journey is beset by danger, challenges and tragedy. Each of the stories in the book would stand alone as short stories, but they also work as a complete sequence, in which Odysseus tells the story of his travels and then finally returns home, to yet more challenges. The stories cover themes of good and evil, the nature of heroism, taking responsibility for our actions within a classic voyage and return narrative.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>✓ To explore key historical events of Ancient Greece (link to History)</li> <li>✓ To develop children's skills as storytellers.</li> </ul> </div>
<div> <h3>DT:</h3> <p>Linking to our Stormbreaker text, we will explore how to strengthen, stiffen and reinforce a structure. The children will create a bridge structure for their spies to cross. They will explore how to create the strongest structure with components and materials.</p> <p>➤ <i>Components means a part of a product.</i></p> <p>➤ <i>A product needs to be quality control checked.</i></p> <p><b>Vocabulary:</b> component, product, materials, structure</p> </div>	<div> <h3>Computing:</h3> <p>We will use the web to explore virtual art galleries and create simple objects and add their artwork to a gallery. We will also create a web page about cyber safety through the use of presentation applications. We will use search engines through key word searches and compare the results of different searches.</p> <p>➤ <i>Google, Bing, Yahoo, AOL &amp; Ask are internet (www) search engines.</i></p> <p>➤ <i>I know that some ways to report internet safety concerns are better and more appropriate than others.</i></p> <p><b>Vocabulary:</b> geometric, tessellations, optical art, bias, page rank, search engine</p> </div>	
<div>  <p>Article 29: (Goals of Education)</p> <p>I have the right to an education which develops my personality, respect for others' rights and the environment.</p> </div>	<div>  <p>Aspirations / Career focus:</p> <p>We will learn about the career and job roles of Police / Detectives.</p> </div>	<div>  <p>We will learn about Cornish Rugby (link to PE) and will compare where we live to Greece.</p> </div>



The Key Question that we will be exploring across the Curriculum this term is:  
How do key events bring about change?



Showcase Week:  
We will share pictures of our work.

The children will be able to talk about changes in the world around them and how change can impact us and our lives today.



Our class book for this term will be Kensuke's Kingdom by Michael Morpurgo.



Drinnick – Year 5



## History: Ancient Greece

Linking to our second text, the children will learn about Ancient Greece. Through the exploration of stories the children will discover the origin of myths as well as the inspiration behind modern day Olympic games.

- The first Ancient Greek civilisations were formed nearly 4,000 years ago.
- I can locate Greece and the island of Crete on a map. Athens and Sparta were the two main city states that ruled much of ancient Greece.
- I can name mythological monsters such as Cyclops, Medusa and Cerberus.
- Zeus, Athena and Apollo are Greek Gods / Goddesses. Cities and Temples were often named after them.
- The first Greek Olympics were held in the city of Olympia in 776 BC. These inspired the modern day Olympic Games!



## Geography:

Use the eight points of the compass, four and six figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and the wider world.

- Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden are countries in the EU.



**Vocabulary:** compass, grid reference, Ordnance

## Science:

### Spring 1: Forces

Linking to our DT work, we will look at forces and their impact. Children will explore how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will investigate the effects of air resistance, water resistance and friction, that act between moving surfaces. We will explore how mechanisms (i.e. levers, pulleys and gears) allow a smaller force to have a greater effect.

### Spring 2: Living things and their habitats

We will complete our work on living things and their habitats including the differences in life cycles of mammals, amphibians, insects and birds. Work on life processes (the life process of reproduction in some plants and animals) also links to this term's PSHE work.

- The life cycle: all animals change during their life cycle: born, grow bigger and older and most go on to have babies of their own.
- Living organisms have 7 life processes in common that show they are alive: movement, respiration, sensitivity, growth, reproduction, excretion, nutrition (MRS GREN)



**Vocabulary:** life cycle, growth, reproduction, respiration

## PSHE:

**Spring 1:** Puberty 1, Bodies & Reproduction & Puberty 2, Body Changes  
These lessons introduce key messages about conception and pregnancy, while supporting them to understand theirs and other people's bodies and how they relate to reproduction. Coverage includes changes that can happen during puberty both physically and emotionally and covers menstruation.

### Spring 2: Online content and Online contact

These lesson allow children to critically assess the information and content they see online, giving them skills in understanding whether it is trustworthy source and where to go for help. Key messages are built on as well as exploring the importance of not sharing personal information online and where to go for help.

## PE:

### Spring 1

Cricket and Rugby

### Spring 2

Golf

Net and Wall Games - Badminton

## Music:

Year 5 will receive weekly brass music lessons from Anna Minear.

- Melody is a sequence of single notes that are musically satisfying
- Staccato is where each note is sharply detached or separated from the others



Article 29: (Goals of Education)

I have the right to an education which develops my personality, respect for others' rights and the environment.



Aspirations / Career focus:

We will learn about the career and job roles of Police / Detectives.



We are planning to visit a performance of "Gangsta Granny" at the Hall for Cornwall.



We will learn about Cornish Rugby (link to PE) and will compare where we live to Greece.