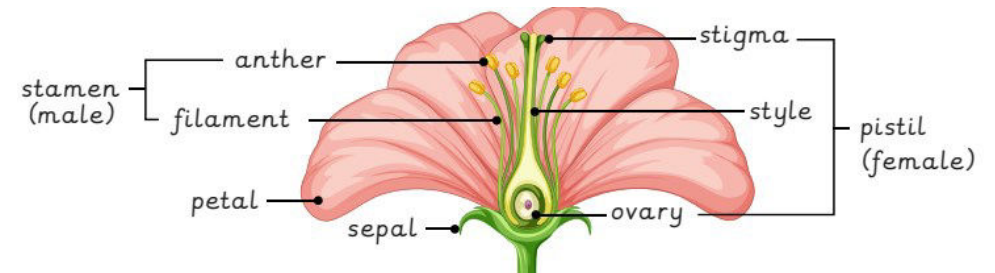
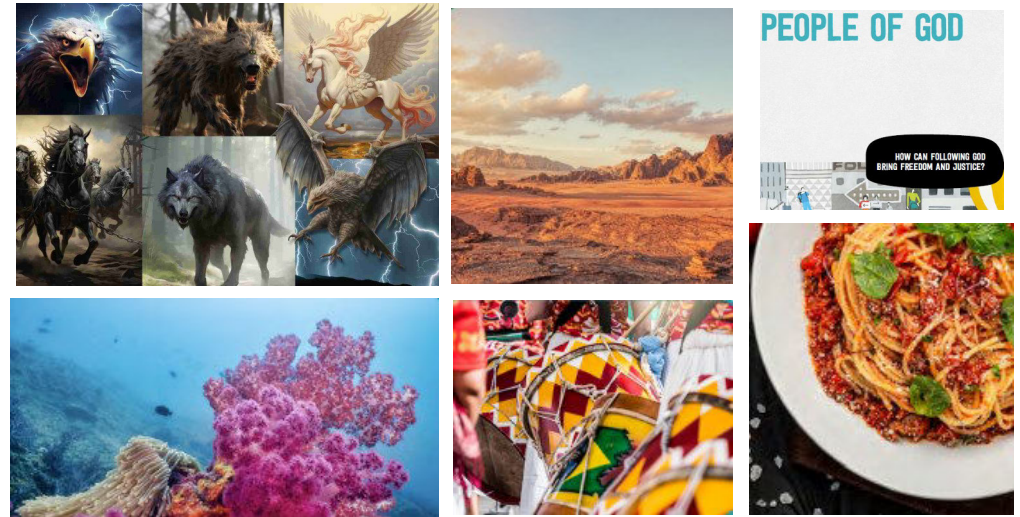


Year 5 Term 3 Curriculum Booklet



Wolves and Komodo Dragons
Miss Meade & Miss Argent

English

In English, Year 5 will be designing a mythological desert or ocean creature and creating an information report to describe its habitat, appearance, diet and special abilities. They will also produce a documentary on deserts and oceans with links to climate change and how we can help.

Based on these texts the children will be exploring:

- Sentence structure
- Figurative language
- Descriptive writing
- Planning and performing

Mathematics

The topics from our White Rose Mathematics scheme for this term are:

- Multiplying up to a 4-digit number by a 2-digit number.
- Solving problems with multiplication.
- Short division.
- Dividing a 4-digit number by a 1-digit number.
- Division with remainders.

×	10	3
30	300	90
2	20	6

$$300 + 90 + 20 + 6 = 416$$

		3	2	
×		1	3	
		9	6	(32 × 3)
	3	2	0	(32 × 10)
	4	1	6	
		1		

Wider Curriculum: Science & Geography

This term our Science Kapow topic is **‘Life cycles and reproduction of plants’** where we will be able to: Observe and compare equivalent parts in different flowers, research the life cycles of different mammals, Use data to describe a relationship and make predictions and represent root growth over time on a line graph.

In Geography we will be exploring deserts and oceans, looking at their features and biomes as well as what the threats are and how we can help the environment.

Music

Our Kapow topic this term focuses on music from South and West Africa. We will be looking at the history of this style of music, singing and performing African songs as well as playing along to them with percussion instruments. We have also planned an African drumming workshop to compliment our learning.



PE

In term 3 Year 5's PE slot will be **Wednesday AM**.

This term we are looking at Flight (gymnastics) and Tag Rugby.

Flight focuses on types of jumps, jumping from height, travelling and how to land safely.

Tag Rugby focuses on invasion skills, passing and defending as a team.

Spellings

Spellings will be handed out on a Friday to be tested on the following Friday. See below for the list of spellings for the whole term. A copy will also be coming home with the children.

Week 1 06.01.25 – 10.01.25	Week 2 10.01.25 – 17.01.25	Week 3 17.01.25 – 24.01.25	Week 4 24.01.25 – 31.01.25	Week 5 – Week 6 31.01.25 – 07.02.25	Week 6 – Week 7 07.02.25 – 14.02.25
Creating nouns using <i>-ity</i> suffix	Creating nouns using <i>-ness</i> suffix	Creating nouns using <i>-ship</i> suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones
community	happiness	membership	stationary	alter	principal
curiosity	hardness	ownership	stationery	altar	principle
ability	madness	partnership	steal	ascent	profit
visibility	nastiness	dictatorship	steel	assent	prophet
captivity	silliness	championship	wary	bridal	descent
activity	tidiness	craftsmanship	wearry	bridle	dissent
eternity	childishness	fellowship	who's	cereal	desert
flexibility	willingness	apprenticeship	whose	serial	dessert
possibility	carelessness	citizenship	fate	compliment	draft
sensitivity	foolishness	sponsorship	fete	complement	draught

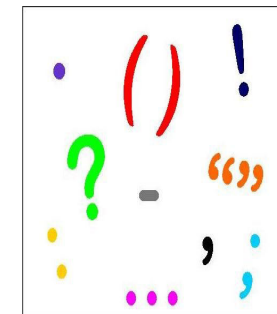
Basic Knowledge

This term, the children will be expected to continue to practice their times tables, recap previous maths knowledge as well as spellings and vocabulary.

SPAG

This term we will include:

- prepositions
- prefixes
- Co-ordinating conjunctions
- Using inverted commas
- Parenthesis



RE

In RE, Year 5 will be learning about **People of God—How can following God bring freedom and justice?**

Children will be exploring how to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

