

Year 5 Spring Term Learning Expedition

Our World, Our Future, Our Choice

In January 2024, the Year 5 children will begin their spring term expedition, focusing on the guiding question:

“How can we be agents of change?”

Hook

The 2030 Agenda for Sustainable Development, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. We will start our Spring Term Learning Expedition, by looking at the Sustainable Development Goals initiative by the United Nations and focus on our own energy usage. We will discuss why doing nothing is not an option and how the children themselves can become “Agents of Change”. They can be the people who make our world a better place. We will be asking the question: how can we start being conscious of how much we use, and how do we reduce it?

Our Learning:

Through our geography learning (Case Study 1), we are developing our understanding of how climate change is impacting the world across different regions and continents. We are also developing our geographical skills by using world maps, atlases and globes to locate some of the world’s major cities and important world features (including the Tropics of Cancer and Capricorn as well as the Prime Meridian). We are using our map skills and knowledge to identify how human and physical features differ between countries and continents.

Within DT (Case Study 3), we are focusing on sustainable living. We start by looking at what ingredients could be produced sustainably and seasonally. We are then designing a variety of different (predominantly savoury) dishes, made from sustainable and seasonal ingredients. We are developing our chopping, cutting and preparation skills and practising these skills on a variety of food types. We are also tasting and evaluating our final meals and suggesting how we can improve them further.

Throughout this expedition, we will also develop our knowledge of sustainability, investigating renewable energy sources and understanding the benefits and problems of these; we will learn about some of the processes that contribute to climate change as well as the impact this atmospheric change could have on the survival of living things.

Final Product and Family Learning

Our final product will be a video of our key learning throughout our expedition, encompassing our studies on food, pollution and energy. The children will share the changes they have made that will impact their future. They will also create a call to action for others (family and our community) to make similar changes in their lives to better our planet. Parents will be invited to view the videos either online or at school.

Key Texts



Staff Model Product:

Students will make their video using iMovie. Here is an example that will hopefully provide a good starting point for the children.

<https://t.ly/yXAym>

Other subjects taught this term:

Mathematics



Within our maths lessons we will be embedding knowledge of the four operations learnt as well as continue to further secure and deepen understanding. We will use our known fact to support learning fractions, decimals and percentages and use our reasoning skills to find patterns, connections and relationships. We will continue the term developing our understanding of area and perimeter by using known facts and complete the term focusing on statistics. Alongside this, we will continue with Mastery Number focusing on multiplicative

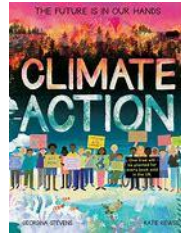
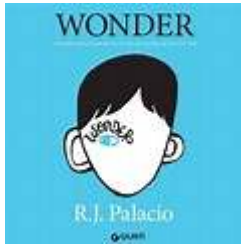
relationships.

Writing



We will write a non-chronological report about the rainforest. Then we will write a space-themed adventure narrative, drawing on our science work about forces. This will be based around the book Cosmic, a wonderful space exploration story by Frank Cottrell-Boyce

Reading



We study two non-fiction texts about the environment and climate change: Climate Action by Georgina Stevens and What a Wonderful World by Leisa Stewart-Sharpe. We are also studying Wonder by R J Palacio and Eagle in the Snow by Michael Morpurgo.

Science

This term, we will focus on forces, learning about the force of gravity then identifying the effects of friction, air resistance and water resistance. We will also develop our knowledge and understanding of mechanisms, including levers, pulley and gears.



Music

In the first half term, we will begin by learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion as well as different drums. We will also add some dance moves to perform the song in its entirety. Later, in the second half term, we will explore the associations between music, sounds and colour – composing and performing our own musical compositions to represent Holi, the Hindu festival of colour.



Spanish



We are learning numbers from 0-50 in Spanish, as well as counting in 10s to 100. In addition to this, we will revisit and deepen our knowledge of the language used for hobbies, sports, fruits and common food items before learning the names for vegetables and breakfast items. We will also learn how Easter is celebrated in Colombia, including traditions, celebrations and ingredients used for Hispanic meals.

Computing

This term, the children will develop their knowledge and skills with flat-file databases: using forms to record information; comparing paper and computer-based databases; using grouping, sorting and specific tools to select data and answer questions. Later on, they will be learning about selection in physical computing: understanding how to control simple circuits that are connected to computers; writing programs that include count-controlled loops and explaining how they can be stopped when conditions are met; finally, designing and creating programs that include selection.

PSHE

We will begin by thinking about money can help us to achieve some of our goals, looking at a variety of different jobs and careers and thinking about what we would like to do when we are older. We are considering what we need to do to achieve our goals and how we can motivate ourselves. We are also describing the different goals and dreams of young people from a different culture to our



own. Then, in the second half term, we will learn about the health risks of smoking and misusing alcohol. We will deepen our understanding of how the media, social media and celebrity culture promotes certain body types and learn to describe the different roles food can play in people's lives.

Art

We will begin by furthering our understanding of colour theory, making and discussing hues, tints, tones, shades and moods; we will select colours for purposes and explain how choices, confidently controlling the types of marks we have made and experimenting with different effects and textures. We will then move on to looking at the work of Yayoi Kusama and other designers as we research textile fashion before designing and creating our own outfit designs.



RE

This term, we will begin learning about the Islamic faith. First of all, we will learn about how Muslims worship in mosques and know how the features of them illustrate key beliefs. We will learn about the pilgrimages Muslims make and understand why certain places are sacred. Then, we will learn how Muslims express their beliefs through the ways they live before understanding what they believe about Allah as well as what the Qur'an teaches them about the world and human life.



PE

This term, the children will take part in space-themed dance lessons as they continue to develop and build on key knowledge/skills as they continue their journey through school. Lessons will focus on using gesture, creating poses, weightlessness movements, performing in unison, to demonstrate smooth transitions between phrases and to be able to remember and perform choreography of a short dance. The children will also take part in hockey lessons. Some of the key skills being developed will be, dribbling and changing direction, passing on the move, performing reverse stick to change direction, to evade a defender, jab/block tackle technique, shooting and applying basic tactics in match scenarios.

