

# Enfield Heights Academy

## Spring Term 2019 Year 5

### English

Year 5 are working in their classes from our new 'Literacy and Language' scheme, developed by the same team that created our phonics programme. This scheme introduces the children to a range of age-appropriate texts and writing techniques. Through structured class reading and discussion, the children incrementally plan their extended writing. For comprehension, key stage two are also using 'Comprehension X' in which ten key transferrable comprehension skills are taught through a variety of inter-esting texts.

### Maths

We have now implemented a new scheme called Inspire Maths across our school. Inspire Maths is the UK version of a highly acclaimed Singapore maths programme. The curriculum places an emphasis on building children's deep contextual understanding and problem solving, through developing key skills and concepts around a CPA approach (Concrete, Pictorial, Abstract). CPA involves using physical objects (concrete), then diagrams or pictures (pictorial) and ultimately using representations such as numerals (abstract). Children will be supported and guided as they work collaboratively in pairs or small groups through guided practice activities. This will help to develop a deep understanding of mathematical concepts, language and reasoning through collaborative work. It will also provide further opportunities to check children's understanding by observing their use of concrete apparatus such as Numicon, Base 10, cubes and counters. This practice will develop children's understanding .

### Science

Our Science topic for the first half term is focusing on materials and their properties, and how the materials are used in the world around us. We are also investigating the impact of different stimuli on materials, such as; states of matter, forming solutions and reversible and irreversible changes. This will involve a number of investigative experiments and studies to further support learning. In addition, we discuss the use and purpose of materials within different environments including; the home, school and industry.

During the next half term, our focus shifts to Life Cycles and Living Things. We will be studying the life cycles and environments (habitats) of a number of different species including; insects, birds, amphibians, and contrastingly, reptiles. These investigations will involve researching the requirements of each species to survive, perfect conditions for their growth and development, and how they interact with their environments. Towards the end of Spring term, we begin to look at reproduction in some animals, including humans, and how the fertilisation and development stages take place. We will be including a series of lessons on DNA and Genetics, which will introduce the ideas of why people have certain appearances, and how our bodies develop these looks.

## Topic

### Geography

We are investigating the woodlands of Great Britain, and other such temperate areas, focusing on deciduous forests, their features and the environments in which they grow. During this topic, we will consider how environmental areas (or biomes) are able to support local authorities (including tourism and developments) and how, in turn, the councils sustain these areas of natural beauty. A prime example of this, which we will investigate, is Epping Forest.

Later in the term, we take a deeper look at the Earth and how natural disasters can take place. The children will take a journey to different parts of the world, studying and researching the tectonic plates, including fault zones, earthquakes, tsunamis and volcanic activity.

### History

In Year 5, there is a large focus on 18th Century Britain, and the changes the country faced during these times. We will be learning about Georgian Britain and the aristocratic structure of society during that time; this includes learning about the different class divides and the living conditions for each. We will also investigate the development of the criminal and justice systems in Britain, finding out about the Bow Street Runners, and the Bloody Code which protected and terrified the country for a many years.

In the second half of the term, Year 5 are introduced to the American Revolution and the Colonisation of the States. We start by learning about the 13 colonies and their journey to America, and the trials faced by these travellers. Our studies then move on through this era, discussing important organisations and events such as the Boston Tea Party, and their work to protect the income of the colonies, and the Boston Massacre and Parliaments attempt to regain control of their lands. We then move on to the Declaration and War of Independence by the colonies and the states, and the impact which this had on Britain, and the world .

## Art and Design

There is a focus this term on the physical arts, and the creation of tactile products. As this art form has been present around the world for centuries, it is important for the children to experience as many different styles and techniques as possible. As such, we have a very widely scoping curriculum for these sessions. We will be studying the techniques behind successfully creating artworks within each style, and their importance and origins.

**Calligraphy:** Lettering created with a broad stroke pen / brush which is often used to create artwork within different religions and belief systems. Words can even be used to create a “picture” or outline of a creation, using terms which are associated with the topic.

**Chinese Scrolls:** A traditional manner of displaying artwork originating in East Asia, scrolls quite often incorporate calligraphy into their designs.

**Koi Fish:** A specific type of carp with vibrant colouring, the Koi are symbolic in Japan and have strong ties to the national identity of the country. They are a symbol of luck, prosperity and fortune.

**Fashion:** Chinese and Japanese fashion often utilise the above styles of art to demonstrate cultural identity and further commerce for the countries.

## PE

During PE during the Spring term, we focus on a number of different sporting activities and skills, largely based around team games including ball and net based sports. We begin with cricket, introducing basic skills and techniques, such as; bowling, fielding and batting. This rehearsal of skills There are a number of opportunities for students to develop their confidence and collaborative skills during these sessions, as they must work as a team, and be reliant on their peers for support and guidance. We spend time working on the importance of hand-eye coordination, general pace and reflexes, which are all necessary skills during fielding.

Later in the term, we begin to study hockey. This has been something of a popular sport with previous year groups, and it is undoubtedly one of the most active and fun sports which the students will cover. Although there is again a large focus on collaboration, and team strengths, we study correct techniques for defense and striking, accuracy and pace when in control of the ball, and strength to work across the field.

## Homework

Homework is supplied to the students on a weekly basis from their class teachers. These will include; Maths and English homework, and the children are expected to be studying their timetables and Year Group Spellings throughout the year. The statutory spellings are available online, and are segmented into year groups for ease.

**Maths:** Any homework supplied relating to Mathematics will be connected to the learning which has been occurring during the week, or to areas which are focus topics for the students; these may have been covered during interventions.

**English:** These materials may vary in style dependent on the learning taking place, or the learning which is due to take place. Some examples might include; short story writing, comprehension tasks, diary entries or research based activities.

***Any homework involving research should be monitored by yourselves to ensure that materials gathered are appropriate for your children.***