



# Connor Downs Academy

Head of School: Mrs J Eddy



**Connor Downs**  
Academy

## Year 5

## Spring Term 2022

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## English



Our first topic was the how to write a balanced argument

or debate. The children discussed their ideas based on a wide range of texts ranging from, "How wrong was Goldilocks?" to "Antarctica – Mind it or Mine it" to formulate a toolkit. In a link with history, the children discussed the merits of frost fairs and the cruel forms of animal entertainment before constructing their own conclusions using the language of debate. In their assessment piece of writing

the children showcased their newly acquired skills to produce a balanced debate on whether TV programmes are better than books.

Monday 17th January  
LQ: To edit and redraft a balanced debate (English).  
PLT: EP SM RL

### Is TV truly better than reading books?

For many years, it has been argued that watching TV is better than reading a book. In this debate, we will use fair and scientific arguments to find the winner once and for all.

Books are a classic and beloved source of information, entertainment and fun. They also have a new adventure for each book you read whether it's a book on the more fictional side or a factual side. They are incredibly nice to read just before bed



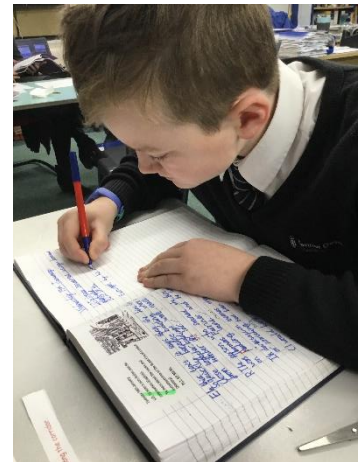
Although books are a lovely creation, they do have some minor and major downsides. One good example is that they take much longer to read than just sitting down and watching a movie of the book. Harry potter books are perfect for showing this, most people read them in about a month but if you watch them

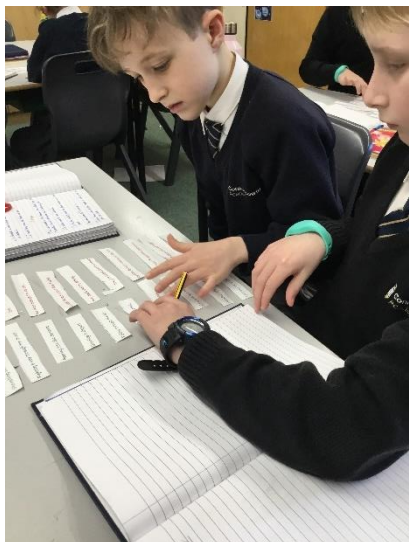
in a movie version it only takes about 2 hours.

In conclusion, we have decided that books are better because nothing beats a nice sit down to read a book and drink a good old glass of milk.



The children have developed their persuasive writing in order to sell a dream house in the Himalayas. By immersing themselves in persuasive texts they were able to identify the key features to apply to their own writing. In a link with history, the children studied 17<sup>th</sup> century fashion and cosmetics before designing an advert to sell their cosmetic product as part of a "Big Write".





The children have developed their knowledge of grammar and punctuation with an emphasis on using the correct terminology. Through discussion and collaboration, the children have developed their range of sentence types to engage the reader.

Weekly reading comprehension is a focus for our children. The children have used ERIC (Explain, Retrieve, Interpret and Choice) question types to unpick texts and make links between key ideas and themes within the wide variety of texts that have been shared.

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## Maths



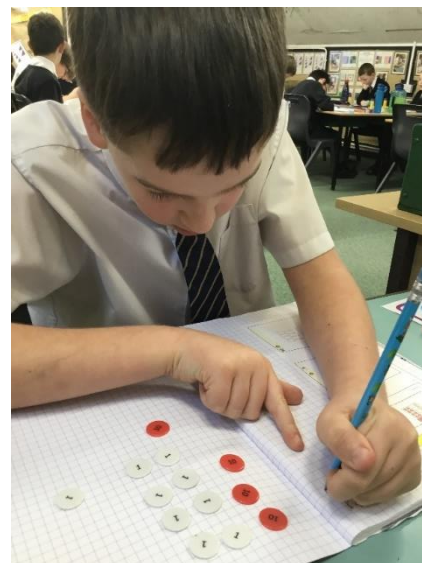
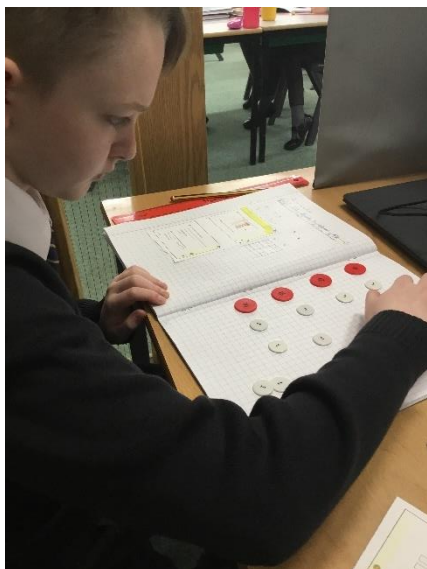
Year 5 have used their spiral reviews to keep their mathematical skills sharp each morning. In addition, the corridors have been filled with the sound of the daily rapid recall and chanting of the tables as the children know how important they are for our topics.

In their lessons, daily intelligent practice has challenged the children to find and explain patterns and methods of problem solving related to each new topic.

In accordance with the mastery approach, the children have been encouraged to show their workings and prove their answers, often with

drawings or diagrams. During the course of the spring term, the children have studied and made the links between multiplication, fractions, decimals and percentages. The children have focused on mathematical vocabulary and have demonstrated this when explaining

their answers to the class. Our mastery lessons have ensured that each small step builds in a sequence to develop confidence and independence.



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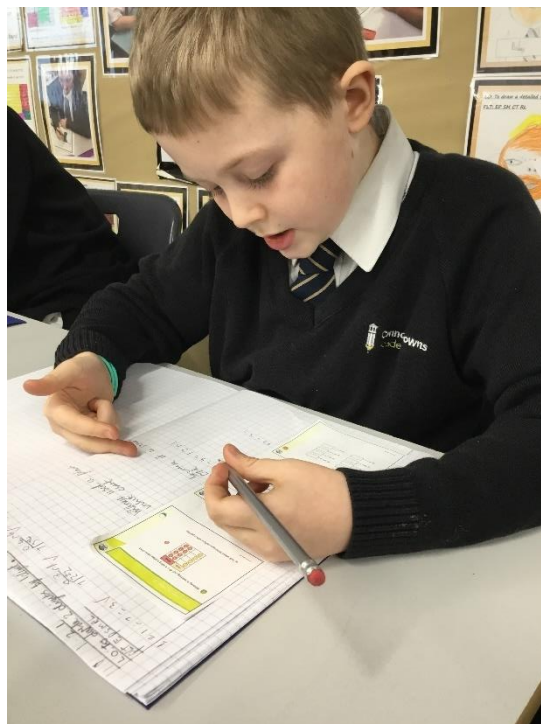
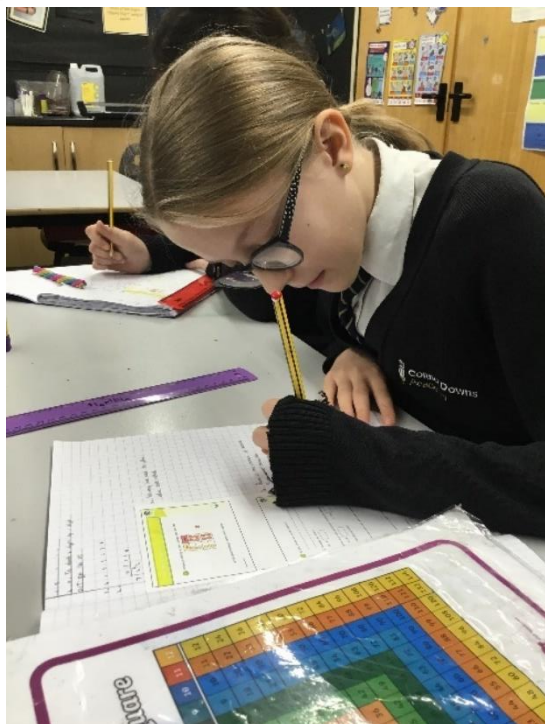




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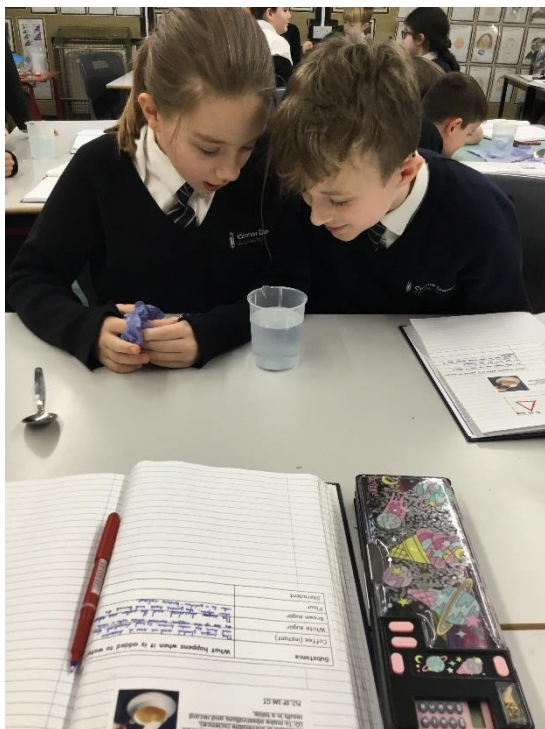
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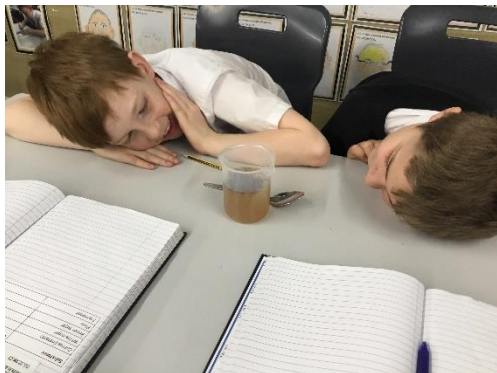


## Science



The first science topic this term has been about reversible and irreversible reactions. Through discussions, the children were able to talk about some processes that they already knew and they were able to sort their examples into reversible and irreversible changes. One irreversible change discussed was combustion which linked with our history topic on the Great Fire of London. We learned about fire safety and the fire triangle including the different types of extinguishers and how they work. In our class experiment, we made predictions based on our prior knowledge about which candle would be extinguished first after we placed different sized jam jars over them.

We also worked on our observational and recording skills when we added a variety of different solids to water. The children recorded their observations in a table and tried to reverse the process by evaporating the solution in a Petri dish. In the final experiment, test tubes were filled with baking powder and vinegar was added to demonstrate a reaction taking place.



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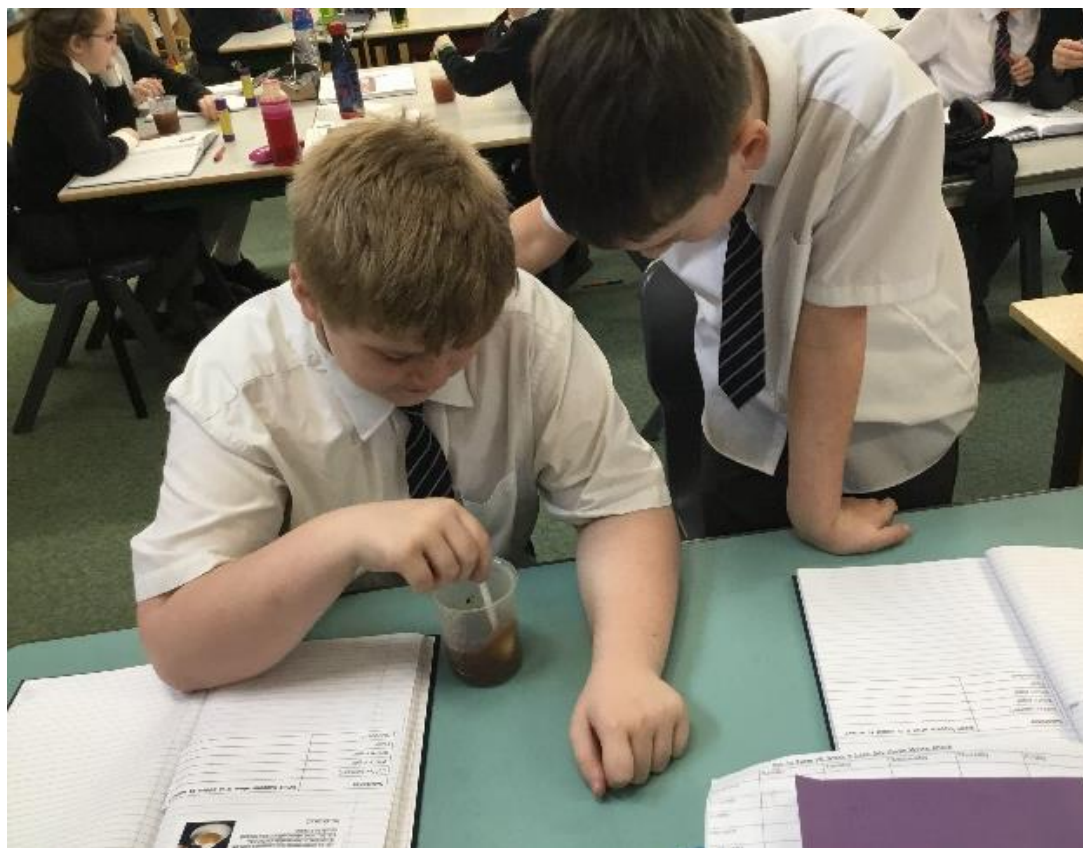
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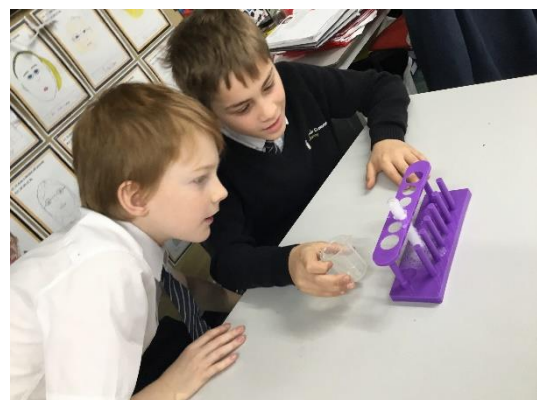
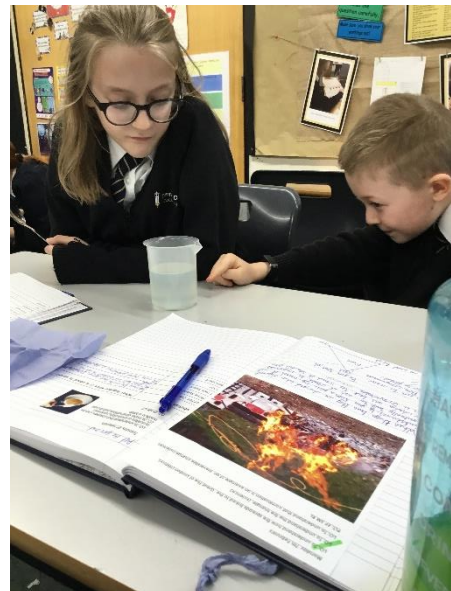
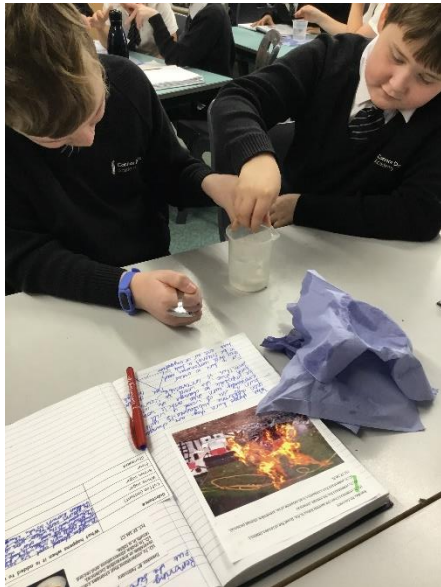
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## PE



In PE the children have learned the importance of warming up to avoid injury and improve performance. In the spring term the focus has been on dance and health related fitness. The children have learned how to create motifs in response to our "technologic" music track to express ICT through dance. Throughout the sequence of lessons, the children learned to link their ideas with jumps, turns and gestures before their final performance. A key part of each lesson was how to support each other with ways to improve each performance.

Whilst studying health related fitness the children have learned about their bodies and how exercise changes their rate of breathing and heart rate. In addition they have tracked their performance across a range of gym skills and offered ways other pupils can improve their performance.



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## History

The children explored basic hygiene of the 21<sup>st</sup> century and compared it with the level of scientific understanding in 1665 as London suffered from the Great Plague. The reason for the spread of the plague were investigated and the children researched what London would have looked like in 1665 before building their own models of Pudding Lane. Next, the children learned about the cause of the Great Fire of London through their research and reading comprehension skills before re-enacting the Great Fire by burning their model houses. The children examined trends in fashion at the time and wrote a persuasive advert in a "Horrible History" style promoting the use of ceruse to whiten the skin whilst omitting the fact that the ingredients would damage the complexion of its wearers during extended use.



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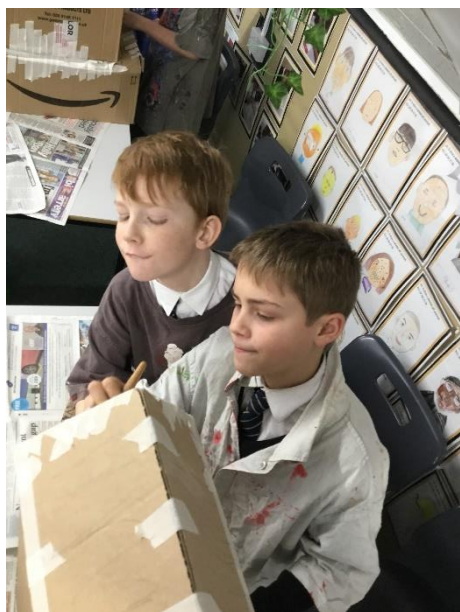




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## Geography



In geography, the children have been studying London over time. The children have traced the development of London from the Stuarts to modern day using a timeline. The evolution of London has been described through the identification of landmarks. The children have discovered how important London has been as a centre for trade and economic development throughout history and how previously prosperous areas such as the Docklands are undergoing redevelopment as the city grows. Through an analysis of the population the children have learned why the city has had to grow to accommodate the demand for business and housing.



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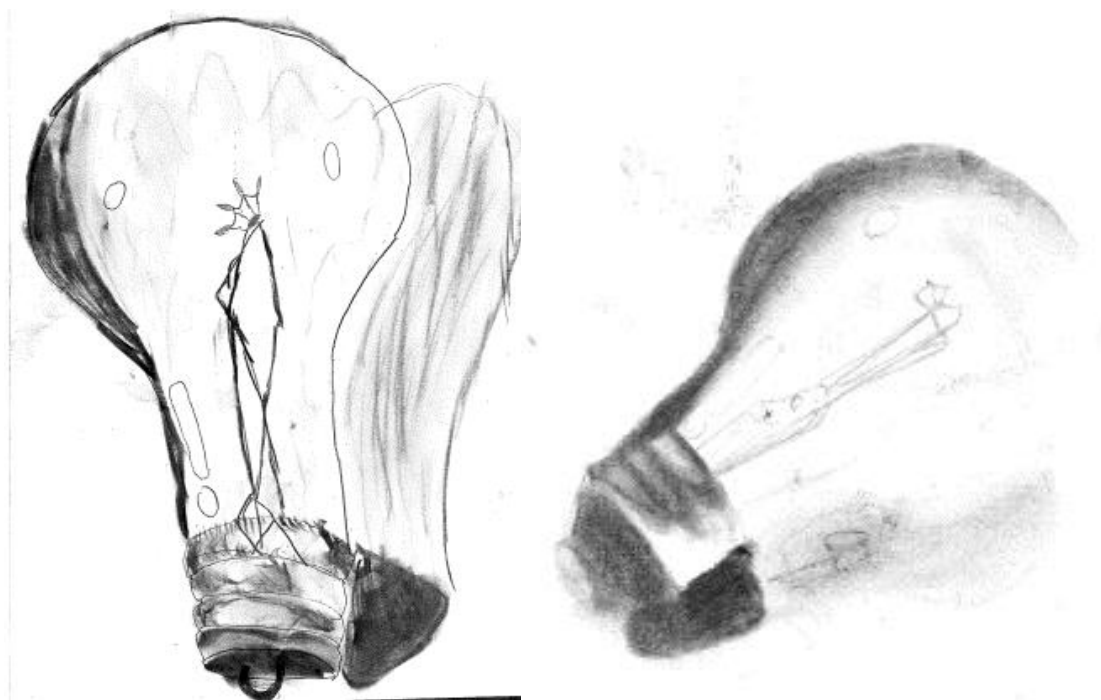




## Art and Design Technology

In a link to the topic of the Great Fire of London, the children used oil pastels and black card to create a silhouette of London during the great fire as well as build their own 17<sup>th</sup> century house to construct Pudding Lane to recreate the Great Fire of London.

Year 5 learned about the life and works of the 16<sup>th</sup> century artist Rembrandt. After examining the chiaroscuro technique (strong contrast between light and dark), the children employed the method when drawing portraits in charcoal, pencil and pastel.



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Having learned about gears, pulleys and levers at Nexus in the autumn term, the children were tasked with designing a toy using a cam mechanism to convert rotary movement into linear movement. After researching a variety of toys, the children designed their moving toy in accordance with their design brief. Next, they measured, sanded, glued and constructed the toy before inviting younger children to give their opinion and help with their evaluation.



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## Music

Year 5's music is focused around one song: Make You Feel My Love. The material has been taught as an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, the children have listened and appraised other "Pop Ballads".

## MFL – French

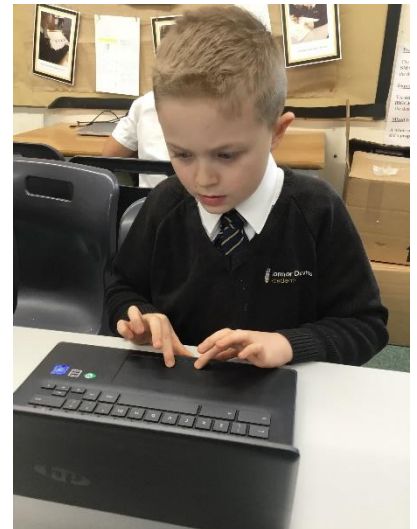
This year, the children have revised their French vocabulary using the exciting and engaging *Rigolo* French programme. With a focus on knowing key phrases, the children have developed their conversational skills and are beginning to record their conversations in writing.

## ICT



In year 5, the use of ICT is integrated into all of our topics. In ICT, the children regularly use the iPads and chromebooks to AR quiz and access educational apps such as Sumdog to track and enhance their learning opportunities. The children have used Google Classroom to type, insert images and edit their work e.g. writing a debate. As part of our internet safety, the children learned about the importance of age restrictions and protecting their online identity. The

children have also used the chromebooks to research their topics such as the Great Fire of London.



This term, the children have learned about computer systems and networks so that they can understand the processes that underpin our technology. For example, the

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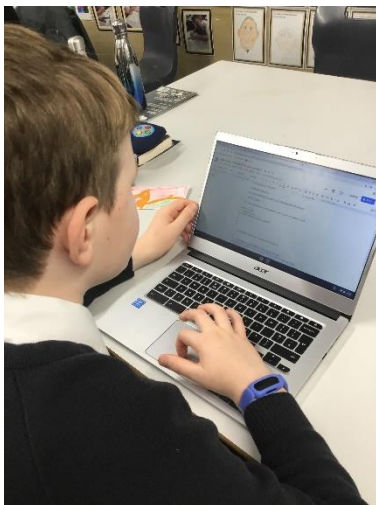
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children analysed simple systems and identified inputs, processes and outputs in a children's toy.

## RE



This term the focus on in Year 5 has been Christianity. Through the analysis of a range of biblical texts the children have been unpicking what Christians means when they say God is holy and loving. Through the stories in the Bible the children have learned about the relationship between God and humankind. The children contrasted the awesome power of God's holiness with his intimate and loving nature. Through the study of Proverbs 6: 16-19 the children discovered the seven things that God hates whilst understanding

that God does not hate individuals but the actions of those individuals that could damage a community.



## PSHE

PSHE (Personal, Social and Health Education) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) program, but is present in all that we do in school.

Through discussion and collaboration, the children have responded to difficult scenarios and explained the reasons behind their decisions. In order to develop their empathy and understanding, the children were asked to consider peoples' different viewpoints of a situation.

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