

# Kingfisher Hall Learning Grid: Spring 2, Year 5-Force of Nature



## Force for positive change:

Children will be writing a persuasive letter to the education secretary Gillian Keegan to decolonise the history curriculum. We are a diverse community at Kingfisher and we would like the curriculum to reflect this.

## Key Dates

4 March – reading week  
7/3/24 – Parent consultations  
18/3/24 – Red Nose Day

### Maths:

**Number:** Place value, Fractions, Decimals

**Geometry:** Position and Direction

**Statistics:** Line Graphs

$$\frac{1}{2} + \frac{2}{3} = \frac{1 \times 3}{2 \times 3} + \frac{2 \times 2}{3 \times 2} = \frac{3}{6} + \frac{4}{6} = \frac{7}{6} = 1\frac{1}{6}$$

Children will revisit the previously taught topics to consolidate their

mathematical knowledge. They will explore improper fractions in depth alongside adding and subtracting and finding equivalent fractions. They will identify, describe and represent the position of a shape following a reflection or translation. Following this, they will read, write, order and compare decimals and interpret line graphs.



### English:

Children will spend a week generating vocabulary from Windrush poetry in order to apply in their writing. In conjunction to this, they will be reading Windrush Child by Benjamin Zephaniah. Students will be using this as a stimulus to write a persuasive letter to the Education Minister Gillian Keegan to decolonise the history curriculum. Children will also use the text to support their descriptive writing, developing a thorough character description of those featured within the story. This half-term, they will explore skills including figurative language, expanded noun phrases, passive voice and formal letter writing.

### Spanish:

To identify places in town, describe a town and give directions. They will implement this by recognising and saying cardinal locations (compass points) using this in reference to cities.



### Music



Children will read musical notation and play pieces using open strings E,B,G,D and identify notes of different duration (crochets, minims) on guitars. They will also perform extended repertoire of pieces using open and fingered strings.



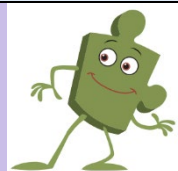
### ART: Collage – Gakonga

Children will explore and investigate existing art pieces by the artist to develop, blending, shape, tone and various painting techniques such as wet on wet and dry on dry. They will develop ideas to plan individual pieces of work to apply skills and techniques learnt before evaluating.

### RE: Exploring Christian values in the world today.



Children will demonstrate their understanding of; honesty, Christian ethics, beliefs and practices in Church and how Christians show their commitment to God and worship to feel closer to God.



### PHSE: Healthy me

Children will be able to give some reasons why people may worry about how they look, and describe healthy and unhealthy ways that people use food and substances in their lives.

### Physical Education:



#### Indoor: Acrobatic Gymnastics

Children will explore a range of rolling actions, shapes with an emphasis on extension, clear body shape and direction. They will then explore jumps and landing to both on and off apparatus.

### Outdoor: Net Wall



Children will develop the forehand and backhand shot in playing cooperative rallies. They will use these skills acquired to navigate how to play a point and outplay their opponents directing the ball in the court in different speeds, heights and angles.



### Computing: Systems and networks -

#### systems and searching.

To learn that computers can be connected to form systems and understand their roles. They will then work to connect and recognise the role of computer systems in our lives. Following this, children will experiment with search engines to explain how search results are ranked.



### History

Children will learn about the incredible legacy of the Windrush generation and their contribution to British society, as we know it today. Pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods they study. As well as devising historically valid questions about change, cause, similarity and difference and significance.

