

- Reading – Children will need to write at least two comments for their reading homework. This can be based on the text we have been reading in Guided Reading or from one of their own books. An example will be sent home each Friday with what is expected. We encourage the children to read daily at home either to an adult or independently.

Curriculum Coverage

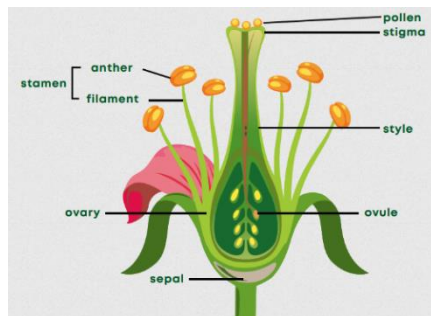
Below is an overview of some of the core learning that we will be focusing on this half term as part of our topic lessons. For extra information including Knowledge Organisers click on the link below to the Year 5 Class page. This will be updated regularly with pictures and links to help you with learning at home.

Science - Living Things and their Habitats

In our science unit this half term, we will explore the life cycles of plants and animals, working scientifically to observe the life cycle of a local tree and other animals that are in our local area.

This will help us to prepare to look at the life cycles of mammals, amphibians, insects and birds in more detail. We will look at the various stages of life cycles, including metamorphosis in insects and amphibians and reproduction. We will look closely at chimpanzees, newts, bumblebees and cuckoos.

As well as looking at animals we will focus on the reproduction of flowering plants. As part of this we will learn how a flower contains male and female reproductive organs, dissecting flowers as well as exploring pollination and the important role that insects play in the process.



We will also find out about the life and work of Sir David Attenborough and Dame Jane Goodall.

Pupil Misconceptions for you to discuss and challenge at home:

- all plants start out as seeds
- all plants have flowers
- plants that grow from bulbs do not have seeds
- only birds lay eggs
- all mammals give birth to young (e.g., platypus doesn't).



Have a look at the following websites for extra information:

[Living things and their habitats - Year 5 Science - BBC Bitesize](#)

[BBC iPlayer - The Private Life of Plants](#)

[Chimpanzees - the Jane Goodall Institute UK](#)

Geography – Spatial Sense

In this topic we will revisit lines of longitude and latitude and will learn more about the Prime Meridian and why it was agreed. The children will explore coordinates and will use them to identify locations on a map. We will build on previous learning about map scales and will develop our understanding of calculating distance on a map. Finally, the children will explore relief maps, learning about how colours can be used to show heights (dark green means at the same height as the sea, through yellow to brown) and for smaller areas, contours can be used to show how the land height is changing.

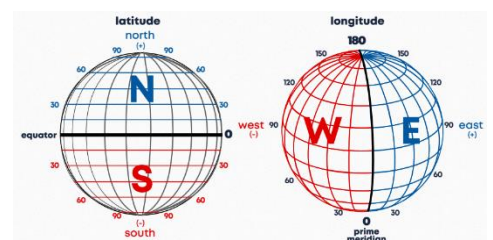
For more information to support you at home click on the below:

[How to read a map - BBC Bitesize](#)

[What is longitude and latitude? - BBC Bitesize](#)

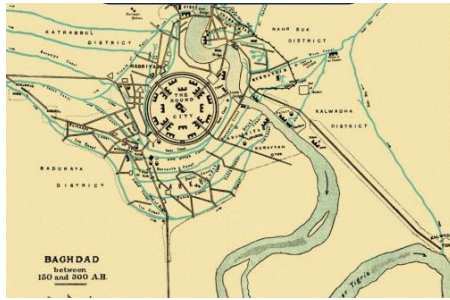
[Maps - BBC Teach](#)

[What is the Prime Meridian and why is it in Greenwich? | Royal Museums Greenwich \(rmg.co.uk\)](#)



History - Baghdad circa 900CE

This half term we will be briefly covering the rise of Islam as part of the *National Curriculum requirements to study a non-European society that provides contrasts with British history.*



We will explore and develop an appreciation of Baghdad's significance as a centre for learning in world history as well as comparing the construction of Baghdad with other European settlements such as the rebuilding of London after the Great Fire of London.

The children will look at the location of Baghdad as a crossing point for traders and its proximity to the River Tigris and why the river was so important.

Throughout this topic we will build on children's existing knowledge of the concepts of power, religion, civilisation and conflict as well as exploring the ideas of scholarship and wisdom through looking at the focus on academic study in Baghdad in c.900CE.

Below are some links to information for **parents** who would like to learn more about Baghdad to support discussions at home:

[Baghdad's rise, fall – and rise again | The Spectator](#)

[BAGHDAD..the city of peace - YouTube](#)

[Story of cities #3: the birth of Baghdad was a landmark for world civilisation | Cities | The Guardian](#)

[Madinat as-Salam: The history of Baghdad's first urban plan - Round City \(round-city.com\)](#)

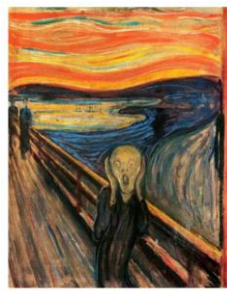
[Baghdad Sacked by the Mongols | History Today](#)

Art – Style in Art

For our first art unit of the year, we will be focusing on 'Style'. Firstly, we will consider how artists can use different techniques to alter their style. We will compare different styles of brushwork demonstrated by Stubbs in *Whistlejacket* and by Munch in *The Scream of Nature*. We will then 'have-a-go' and draw pears using contrasting techniques, creating visible marks in oil pastels in the manner of Van Gogh and smooth modelling using soft pastels in the manner of Stubbs.



Stubbs, *Whistlejacket*, 1762



Munch, *The Scream*, 1893



Van Gogh, *Still Life with Quinces* (close up)

We will then focus on two different styles, Rococo and Modernism, looking at the differences they we can see in paintings and chair designs. Finally, we will explore Modernism and some key Abstract Art of the 20th century before designing and creating our own abstract work using acrylic.

[Rococo | Tate](#)

[Who is Piet Mondrian? | Tate Kids](#)

[Modernism | Tate](#)

[Marcel Breuer. Club chair \(model B3\). 1927–1928 | MoMA](#)

[Abstract art | Tate](#)