

Welcome to year 5. We have an exciting year planned for your child and hope this gives an overview of the learning we will be undertaking.

Please can you ensure that your child brings in their home/school planners every day. We will keep planners updated with weekly spellings, spelling results and reading. When you listen to your child read at home please update the journal. This book can also be used if you need to communicate anything to us.

Your child will have passwords for Google Classroom, MyMaths, TTRockstars and Accelerated Reader written in the front of their planner should you need them to access learning from home.

PE kits need to be in on a Tuesday and Friday for 5LH and Monday and Friday for 5HC.



Miss Hoskins   Mrs Coppell   Mrs Hinds

## The Big Ideas

Each year, your child's learning will be linked into the Big Ideas. This helps the children to develop their understanding into meaningful units which are based around a key question. The Big Ideas the children will revisit each year are:

**Identity and Culture**      **Conflict and Resolution**  
**Environment and Sustainability**      **Health and Wellness**      **Technology and Innovation**

## Identity and Culture

The children will begin by researching and collecting information regarding social issues faced in the local community. They will present these findings in a number of ways (bar charts, pic charts etc) and suggest an action reflecting the information discovered. Children will explore how faith can help people when life gets hard with a focus on Christianity. Children will work scientifically to discover how human, animal and plant life cycles are constructed. Also, children will look at life expectancy and compare an area in Europe -Trentino South Tyrol and Paignton- to analyse how geographical differences can impact this. Finally, the children will act on all of their findings and seek to break down barriers between generations.



## Health and Wellness

During this Big Idea, the children will begin by studying our historical timeline, developing their understanding of how health and wellness was approached in different time periods. We will follow this all the way to modern day, analysing how life expectancy and care of the elderly has advanced across history. This will be further linked to our previous work during our 'Identity and Culture' unit.



## Conflict and Resolution

Children will learn about managing and resolving conflict in their own lives eg between themselves and others. They will move on to understand how conflict in Roman times has shaped Britain today. They will learn about British Values and what it means to be part of a democratic society and how conflict still occurs in the wider world today. They will consider their response to those suffering because of conflict and plan to support children affected by conflict through an art project linked to #3000chairs.



## Environment and Sustainability

Our learning journey will begin by looking in depth at our oceans and the life cycles of some of the creatures that inhabit them. Next, we will explore how humans have impacted this environment through our choices of materials and how this has negatively disrupted many species and their habitats. In addition, we will then discover the fundamental structures of some materials and understand which will have a positive or negative impact on the sustainability of our environment. Finally, we will delve into what humans are now doing in order to protect our oceans and ask what can we do to raise awareness of this issue and how can we influence others to change?



## Technology and Innovation

Children will look at technological innovations throughout history starting from the Stone Age to modern day. They will learn about the science behind innovations such as the use of levers to build Stonehenge. They will consider how technology has impacted on people's lives and consider different viewpoints to historical change. The children will then be challenged to design an invention of their own that should enhance people's lives in the modern day.

