

# Year 5 Spring 2 Takeaway Tasks

<u>Linguistic</u>	<u>Mathematical</u>	<u>Visual</u>	<u>Kinaesthetic</u>	<u>Naturalistic</u>
I enjoy reading, writing and speaking.	I enjoy working with numbers and science	I enjoy painting, drawing and visualising.	I enjoy doing 'hands on' activities	I am interested in the natural world around me.
Write a short historical story about an event in Worthing's history. E.g. a London family travelling by train to visit the pier.	Think of an area of Worthing you would like to redevelop. Produce a scale drawing / or 3D drawing of your plans.	Use your watercolour techniques to paint an area of Worthing — sea / Downs / building.	Go with your family on a town trail — take photographs of key historical buildings / areas of town.	Research how to promote wildlife in your garden — design or make something that could be used in the school environment garden.
<u>Musical</u>	<u>Interpersonal</u>	<u>Intrapersonal</u>	<u>Spiritual</u>	<u>Free Choice</u>
I enjoy making music and listening to music	I enjoy working with others	I enjoy working by myself	I enjoy thinking about BIG! issues.	I enjoy creating my own tasks
Research music inspired by the sea — write reviews on each piece to state how the music creates the sounds of the sea. e.g. Benjamin Britten Sea Interludes.	Work with others to plan out the redevelopment of an area of Worthing that you feel needs improving. Present your ideas to the class.	Present a creative timeline of Worthing's history. Continue this into the future to predict what you think Worthing will be like in 10, 20, 50 years.	Write a persuasive piece/ or prepare a passionate speech on a big issue affecting Worthing — e.g. the redevelopment of Teville Gate.	Create your own piece of work related to your current topic.



## Year 5 Spring 2 Me and My Town



This unit is designed to take pupils on an exciting journey back in time to the beginning of the settlement of Worthing, through to the modern day and the future of our town. The main subject foci will be both historical and geographical. Children will research and understand how settlements begin and their growth over time, considering significant events in Worthing's history and the impact that they have had.



Children will visit Worthing Museum and take part in a Town Trail to be able to access primary resources and look for evidence of Worthing's history out in the field. They will use old photographs to locate and identify changes in our town.



Moving to the present, and future of Worthing, pupils will engage with current debates around the redevelopment of the town. Their findings will be written up as a discursive report.

In art, children will create water colour paintings of Worthing seafront.

**Readers**



In reading, children will be engaging with a range of poetry—focusing on learning elements of a performance poem by heart and writing their own. There will also be dedicated time to ‘read for pleasure’, encouraging children to develop a regular and wide reading diet.

Through the Our Town topic, pupils will be immersed in persuasive texts to gain an understanding of the key features and will write their own persuasive text on a current local issue.

**Writers**



**Mathematicians**



Decimals and percentages will be explored alongside their links to fractions. Written methods for multiplication and division will be revisited. As usual, a problem solving; approach will be adopted to support maths mastery.

In this unit, children will be learning to make tessellated patterns using Inkscape, inspired by artists such as Bridget Riley and Maurits Escher.

**Historians**



History study focuses on Worthing — highlighting key periods in the town’s development—especially looking at the impact of the Victorians through tourism, market gardening and the railway.

Science will lead up to and into the Science Fair, with the children creating a stall to represent science within their class.

**Scientists**



**Musicians**



Year 5 will be reading standard notation on keyboards while studying a range of local and more well known folk and patriotic songs, such as, The Grand Old Duke of York, London’s Burning and The Farmhouse.

In French, the children will learn animal names and then learn about Easter traditions in France and vocabulary linked to this.

**Linguists**



**Artists**



Watercolour skills will be developed in art, looking particularly at seascapes and painting Worthing seafront.

In PE, pupils will learn some basic first aid and learn more about basketball and handball team games.

**Athletes**



**Thinkers**



Children will be investigating this key question in Christianity — Did God intend Jesus to be crucified and if so was Jesus aware of this? They will also develop their understanding of Islam.

In PSHE, children will study current affairs—looking at modern issues and how they affect them.

## Year 5 ACRO Challenge

Attitude	Creativity	Relationships	Organisation
Determination	Enquiring	Empathy	Decision Making
Demonstrate that when you find things difficult, you don’t give up, but keep on trying (sometimes taking different approaches).	Come up with a series of questions to research (relating to your class topic) – present these questions clearly – eg mind-map. Carry out research to answer the questions you have and present your findings in an imaginative way.	Demonstrate how and why you have responded to a national or local charity event. Why you chose to help and how you raised money.	Demonstrate that you can make decisions for yourself in class, taking the necessary steps before asking the teacher – eg use dictionary / ask peer to check spelling.
Self-knowledge, belief, confidence	Reasoning	Presentation	Vision / Goal-Setting
Maintain your ACRO booklet, updating all areas regularly, giving detailed evidence of your strengths and weaknesses, and setting termly targets for yourself.	Research the different points of view in a topical debate – present both sides of the argument and conclude with your own views. Present to teacher / class.	Plan and deliver a short presentation promoting a book you have read, ensuring you don’t just read from your notes.	Set yourself a personal goal and keep a record of the steps you take to achieve this – over at least one term (academic or otherwise).