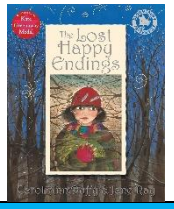
Year 5 Parent Learning Overview: Enquiry - Term 2

Enquiry 2: Why are some children prevented from going to school?	Enquiry 4: Rewind the clock: Can chemical changes be reversed?	Being a linguist:
In this enquiry, the children will explore a range of reasons as to why other children across the world are not able to access education and the challenges they face in trying to do so. This question links carefully with the class text and provides a context for why other reasons such as climate, war and economic activity lead to inequality in accessing education. 	Moving into the forth enquiry of the term, the children will again be scientists by using their prior knowledge of the states of being to consider how chemical changes occur and whether they can be reversed. Children will have chance to recognise solubility before testing which material is the best for keeping a drink hot. This understanding will be used in relation to food, considering the changes to particular foods including how they occur and whether they can be reversed. 	The children will continue to develop basic language skills, demonstrating these in paired and small group activities.
Being a Mathematician:	**Being a Reader:**	**Being a Theologian:**
We started our second term looking at addition and subtraction, developing our understanding of the column method to solve problems. As we move through the term, we will then focus on building on our knowledge of the four operations, moving onto multiplication and division. Alongside this, the children will be learning more about prime numbers, factors, squared and cubed numbers.	Throughout this term, Year 5 will read the text, 'The Boy at the back of the Class'. They will use Fluency and Extended sessions to develop an understanding of the text whilst recognising characters actions and emotions. This text raises lots of interesting themes, many linked to modern day society. Children will be writing a short alternative ending based on the text, 'The Lost Happy Endings'. They will be focussing on complex sentences, adverbs and apostrophes for possession. They will then move on the writing a formal letter of complaint, based on the same text. 	Children will explore the statement 'Creation and science: Conflicting or complementary?' Initially, children will focus on Genesis 1, in the Bible which draws on the key events of creation before moving onto look at different views from the perspective of scientists and believers, and how Genesis can be interpreted. By the end of this exploration, the children will be able to talk about their views and conclude their understanding of links between creation and science.
Being a Computer Technologist:	**Being an artist/engineer:**	**Being an Athlete:**
This term, we will be developing our understanding of video production where we will be exploring different media formats and developing editing techniques to create a final video piece to share with peers. We will use our skills as an orator to create a storyboard for our video production. Children will work collaboratively together to analyse the effectiveness of their media and the impact it has on viewers.	In Term 2, the children will work with materials. Firstly, they will explore the work of an artist before considering and practising drawing techniques. These will be applied to their final pieces which will use sculpting techniques. When being an engineer, the children will use their knowledge of chemical changes to cook three different types of egg – boiled, poached and fried. This will develop key life skills as well as considering the necessary scientific changes.	In Term 2, we are developing our hockey skills. The children will be practising their dribbling and passing skills in small sided games. Alongside this, in our indoor PE session, we will be looking at the origins of the Hakka and what this represents to the Maori people of New Zealand. The children will be working together to perform a Hakka routine.