Year 5

Summer term

2023

Dear Parents,

Having had a productive Spring term, we are now looking forward to a new term where we hope students will continue to stretch themselves to reach their academic objectives. The Year 5 team has put together this pack which contains information on what we are covering in the Summer term. It provides in-depth details on what your child will cover in the following subjects:

- English
- Maths
- Science
- World Studies

We hope that the information provided will give you an accurate picture on what your children will be learning this summer.

Thank you

The Year 5 team

_____ _____ _____

Ms. Mona Hosni (HOY)

Ms. Laila El Kouny

Ms. Huda Naguib

Ms. Sahar Bahgat

Ms. Marwh Elkalban

English

English topics that will be covered in the Summer term will be as follows:

Dramatic Conventions (play scripts) (Fiction)

Children will explore characters' motivations and thoughts using implicit and explicit information from Father's Day. They will also explore the importance of specific characters and moments. Children will also understand that scripts are written for different purposes and have different degrees of formality.

Discussion Texts (Non-Fiction)

The Non-fiction part of the unit links to the fiction by exploring script forms such as broadcast scripts on non-fiction themes. Discussion texts are studied, looking at the conventions of oral debate. Children will write a scripted speech and use it to debate whether junk food should be banned or not. They will also write a discussion text.

Years 5 and 6 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Statutory requirements

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – transcription

Statutory requirements

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing – handwriting and presentation

Statutory requirements

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where

Statutory requirements
necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, thator with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently

Maths

During the Spring term, students used their learning on number and place value to identify place value of decimals. They focused on addition, subtraction, multiplication and division strategies of large digits both mentally and written. In addition, students learnt about fractions, measurements, telling the time and geometry (circles and angles). This term, students will be covering more complex mathematical strategies for the following:

- Number: Mental Addition and subtraction of whole numbers and decimals
- Number: Multiplying Fractions
- Number: Read Write and Compare Decimals
- Number: Read and Mark Coordinates in the First two Quadrants
- Number: Add and Subtract 5 Digit Numbers Using the Column Method
- Geometry: Draw Simple Polygons
- Geometry: Draw Regular and Irregular 2D shapes

The following is a copy of the Summer term plan that includes a detailed breakdown of the subjects covered. The plan provides topics week by week so that you are aware of what is being covered on a weekly basis from the start to the end of the summer term.

Summer Term

Wk	Weekly Summary	Strands	Objectives
21	Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method	Mental addition and subtraction (MAS)	**MAS.68** Use place value to add near integers including amounts of money **MAS.65** Use mental strategies to add amounts of money with 2 decimal places **MAS.66** Use number facts to add several amounts of money **MAS.67** Use counting up strategies to quickly calculate change **MAS.69** Use place value to subtract near integers including amounts of money
		Decimals, percentages and their equivalence to fractions (DPE)	**DPE.64** Round 1- and 2-place decimals up and down to the nearest whole number
		Problem solving, reasoning and algebra (PRA)	**PRA.59** Solve addition and subtraction two-step problems in contexts **PRA.66** Solve addition and subtraction multi-step problems, deciding which operations and methods to use and why
22	Multiply fractions less than 1 by whole numbers,	Fractions, ratio and proportion	**FRP.64** Convert mixed numbers to improper fractions and vice versa **FRP.65** Multiply fractions by whole numbers

	convert improper fractions to whole numbers; use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers	(FRP)	**FRP.66** Use the grid method to multiply mixed numbers by integers
		Problem solving, reasoning and algebra (PRA)	**PRA.70** Identify patterns, devise and test rules and use them to make predictions
		Written multiplication and division (WMD)	**WMD.63** Use short multiplication to multiply 3-digit numbers by 1-digit numbers **WMD.64** Use short multiplication to multiply 4-digit numbers by 1-digit numbers **WMD.70** Use long multiplication to multiply 2-digit and 3-digit numbers by 2-digit numbers (friendly numbers) **WMD.65** Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers
23	Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers; understand and use negative numbers in the context of temperature	Decimals, percentages and their equivalence to fractions (DPE)	**DPE.68** Match 1-, 2- and 3-place decimals to 1/10s, 1/100s and 1/1000s, using a place value grid **DPE.70** Read, write and order 3-place decimals using a number line **DPE.72** Order and compare 3-place decimal numbers and write a number in between **DPE.69** Divide numbers by 10, 100 and 1000 to get answers with 3 decimal places, using a place value grid **DPE.76** Multiply and divide by 10, 100 and 1000 giving answers up to 3 decimal places **DPE.64** Round 1- and 2-place decimals up and down to the nearest whole number **DPE.66** Round 2-place decimals up or down to the nearest tenth
		Problem solving, reasoning and algebra (PRA)	**PRA.74** Solve problems involving numbers with up to 3 decimal places **PRA.68** Solve problems involving addition, subtraction, multiplication and division and a combination of these
		Number and place value (NPV)	**NPV.55** Locate negative numbers on a number line and relate to temperature **NPV.56** Find numbers more or less than a given negative number and relate to temperature
24	Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates;	Geometry: position and direction (GPD)	**GPD.55** Describe positions on a 2-dimensional grid as co-ordinates (1st quadrant) **GPD.57** Plot points and draw sides to complete a polygon on a co-ordinate grid (1st quadrant) **GPD.66** Identify and describe the position of a shape on a co-ordinate grid following a translation **GPD.67** Identify and describe the position of a shape on a co-ordinate grid following a reflection **GPD.71** Describe positions on a full co-ordinate grid **GPD.72** Draw and translate simple shapes; reflect shapes in the axes
		Problem solving, reasoning and algebra (PRA)	**PRA.65** Use mathematical reasoning to explain findings, patterns and relationships
		Geometry: properties of shapes (GPS)	**GPS.67** Draw and construct 2D shapes with given dimensions and angles **GPS.71** Know and use the properties of a square and

	draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes		rectangle and deduce related facts **GPS.38** Make cuboids, cubes, tetrahedra and pyramids from nets **GPS.63** Identify cubes and cuboids from 2D representations **GPS.69** Identify 3D shapes from 2D representations
25	Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method (decomposition); check answers to subtractions using written column addition; solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up	Written addition and subtraction (WAS)	**WAS.65** Use compact column addition to add two or three 5-digit numbers **WAS.68** Use column addition to add several numbers with up to 5-digits **WAS.67** Use column subtraction to subtract 5-digit from 5-digit numbers, where there are not more than two 0s in the larger number **WAS.70** Choose an appropriate written method to solve subtraction problems
		Problem solving, reasoning and algebra (PRA)	**PRA.65** Use mathematical reasoning to explain findings, patterns and relationships **PRA.68** Solve problems involving addition, subtraction, multiplication and division and a combination of these

Wk	Weekly Summary	Strands	Objectives
26	Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers	Mental multiplication and division (MMD)	**MMD.61** Identify factors and multiples, and begin to find common factors
		Problem solving, reasoning and algebra (PRA)	**PRA.71** Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes **PRA.72** Pursue a line of enquiry
		Fractions, ratio and proportion (FRP)	**FRP.60** Recognise the equivalence of simple fractions and decimals **FRP.68** Use equivalence to compare and order fractions that don't have the same denominator but are related **FRP.69** Use equivalence to add and subtract related fractions **FRP.65** Multiply fractions by whole numbers **FRP.66** Use the grid method to multiply mixed numbers by integers
27	Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those	Written multiplication and division (WMD)	**WMD.62** Use short division to divide 3-digit by 1-digit numbers with integer remainders **WMD.67** Use short division to divide 4-digit by 1-digit numbers (harder numbers) with integer remainders **WMD.69** Understand that division can result in integer remainders, mixed numbers (e.g. 34 1/4), or answers accurate

	which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers		to one or two decimal places **WMD.65** Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers **WMD.66** Begin to use long multiplication to multiply 4-digit numbers by teens numbers
28	Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes	Problem solving, reasoning and algebra (PRA)	**PRA.68** Solve problems involving addition, subtraction, multiplication and division and a combination of these **PRA.72** Pursue a line of enquiry
		Measurement (MEA)	**MEA.66** Calculate and compare areas of squares and rectangles using standard units **MEA.67** Measure and calculate the perimeter of composite rectilinear shapes in m/cm **MEA.68** Estimate the area of irregular shapes using standard units **MEA.70** Recognise and estimate volume and capacity using ccs and ml
29	Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals	Decimals, percentages and their equivalence to fractions (DPE)	**DPE.67** Recognise the % symbol; understand what percentage means (fraction with a denominator of 100) **DPE.71** Relate percentages to fractions and find 10%, 20% and other easy percentages of whole numbers or amounts of money (whole pounds) **DPE.73** Understand equivalence between fractions, percentages and decimals e.g. 13% = 0·3 = 13/100
		Fractions, ratio and proportion (FRP)	**FRP.60** Recognise the equivalence of simple fractions and decimals
		Number and place value (NPV)	**NPV.69** Read Roman numerals to 1000 (M) and recognise dates
30	Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over	Number and place value (NPV)	**NPV.70** Find square and cube numbers, and use the notation for squared and cubed
		Statistics (STA)	**STA.61** Interpret and present continuous data using line graphs **STA.71** Solve comparison, sum and difference problems

	time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure		using information presented in line graphs **STA.60** Use a line graph to compare changes in temperature over time **STA.62** Solve comparison and difference problems using information presented in line graphs **STA.65** Complete, read and interpret information in timetables
		Measurement (MEA)	**MEA.52** Compare durations of events to calculate the time taken by particular events or tasks
		Written multiplication and division (WMD)	**WMD.68** Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates
		Problem solving, reasoning and algebra (PRA)	**PRA.73** Use all four operations to solve problems involving measure using decimal notation, including scaling **PRA.71** Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
		Mental multiplication and division (MMD)	**MMD.67** Use common factors and multiples to develop multiplication strategies with numbers ≤ 1000

Number – number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- identify multiplesand factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number – fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

Statutory requirements

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes) and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (^{o})
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Science

Having completed the Autumn and Spring terms, this term students will have a more in-depth coverage of the life cycles, separating mixtures, materials, forces and earth and space topics.

Week	Objective	Weekly Summary
1	To understand forces and their types and recognise simple machines and their uses.	✓ Students will be reminded of gravity, friction, air and water resistance ✓ Water resistance investigation using a bucket of water and various shaped objects ✓ Students will conduct an experiment on three different sized parachutes made from the same fabric – Students will be challenged to create a parachute that lands the quickest -competition between year 5 on the fastest and slowest landing parachute.
2	To understand properties of materials and their uses and how to separate materials.	✓ Students should be reminded of the properties of materials and their uses. ✓ Students will conduct an experiment to remember the difference between thermal conductors and insulators. ✓ Students will be reminded of the difference between reversible and irreversible changes.
3	To learn about Earth and space	✓ Students will be reminded of what they learned about the movement of the Earth, Moon and Sun and how they relate to day and night and the four seasons. ✓ Students will be reminded of what they learned about moon phases and the changes of shadows over the course of day
4	To understand the life cycles of insects, plants and animals.	✓ Students will be reminded of the life cycle of different types of insects, plants and animals (reptiles, amphibians, mammals, fish, and birds).

Upper key stage 2 programme of study

Working scientifically

Statutory requirements

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Properties and changes of materials

Statutory requirements

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space

Statutory requirements

Pupils should be taught to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

World Studies

In the Spring term, students learnt about the settlement of the Anglo Saxons in Britain in History and water and wind in Geography. This term they will learn valuable information about the history of transport and how the different means of transportation developed over time.

This will include:

- The invention of the wheel and how it changed how people travelled
- The invention of cars and how it changed how people travelled
- The development of water transport
- The development of railways over time
- The development of air planes over time
- Exploring how transport might change in the future.