



## Llangewydd Junior School – Ysgol Iau Llangewydd

### Year 5 - What will we be learning about this term?



Our Humanities-driven topic this term is 'Get Moving'. We hope to cover as much of the content, skills and experiences shown below as possible but this may change as Pupil Voice leads our learning into other areas.

#### Languages, Literacy and Communication

These written activities will be guided by pupil voice, they will involve a biography on a famous transport inventor,

- Interview/hot seating – On a famous Inventor
- Research on famous inventors to create a biography/Welsh fact file –
- Digital Competency skills - copy right, citing sources, text and pictures.
- Personification Poetry – Based on 'The Hike' by Pete Oswald.
- A Welsh fact file on a famous inventor. (third person narrative)

#### Mathematics and Numeracy

- **Money** – budgeting. Excel DCF
- **Data handling** (graphs, tables, tally) j2data
- **Fractions/percentages** linked to travel data through time
- **Time** – timing events linked to science investigations linked to speed, length of time
- **Averages** – mode, median, mean and range linked to science investigations
- **Measures** - lengths, distance, weight scales ready for science investigation (MAT calculate speed using calculators)
- **Digital Competency Skills** - J2 data collection – spreadsheets collecting data about travelling to school children vs parents/guardians.

#### Science and Technology

These activities will be guided by pupil voice, they will involve lessons based on:

- Forces- Friction, aerodynamics, air resistance
- Friction investigation – linked to car project – types of wheels/surface.
- Use Tinkercad.com to create a CAD design of our futuristic car
- Developing our producing/evaluating skills when designing and making a futuristic car model
- Computational Thinking - Pattern recognition linked to the futuristic car project

Our **Four Purposes** inform all our learning:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthv. confident individuals



#### Autumn Term 2025

#### Year 5

#### 'Get Moving' (Humanities bias)

Cross-curricular Responsibilities inform all our learning:

#### Literacy, Numeracy and Digital Competency

#### Expressive Arts

- **Art** - Comparison of pollution through time based on the artwork of LS Lowry.
- **Art** - Sketch in the style of LS Lowry using paints/pencils.
- **D&T** – design, make and evaluate their futuristic car inventions

#### Humanities

These activities will be guided by pupil voice, they will involve lessons based on:

- Comparing reliability of websites – collaboration – working in groups of 3 or 4 while researching our biographies/famous inventors.
- TATA Steel works debate/discussion, should it close?
- Compare and contrast travel now and then
- Sequencing /chronological order– Inventions timeline.
- Create time line of modes of transport through time
- How people travel, most effective mode of transport from place to place.
- Industrial revolution pollution – present day pollution – greener/cleaner air.

#### Health and Well-being

- **Global Citizenship** - Discuss social issues such as children commuting to school, compare modes of transport – locally, nationally, globally.
- **PSE** – links to how children commute to school, how poverty impacts on this.
- **Health & Hygiene** - Organising a fundraising event – sponsored race/competition between classes in Year 5 – who can travel from A to B using their choice of transport.
- **Gymnastics** – Obstacle courses designed by children. Get moving. Different ways to move your body.
- **RVE** – pilgrimages, why, how, where, when, who, what?



## Visitors and Visits:

### Visitors:

A car manufacturer  
Bridgend Library

### Visits:

Car manufacturer  
Techniquest

## Our Fabulous Finish celebration event:

### Showcase Event

An invitation for you to come to our 'Showcase event' – showing the wider community our futuristic cars

(parents & school governors will all be welcome)



## What my child can do:

- Let us know what they would like to learn about within the topic.
- Complete any homework tasks set by their teacher.
- Bring into school any interesting items linked to our topic.
- Read regularly – their Bug Club book, their class and school library books but also real-life texts e.g. menus, leaflets, adverts...
- Practise their times tables – Revisit the x2, x5 and x10 times tables but also learn their target times table.
- Spend some time at home using any of the interventions they use at school i.e. Lexia, Reading Eggs (some children) and Mathletics (all children).
- Practise handwriting – letter and number formation.
- Learn to tell the time (on the hour and half past) on analogue and digital clocks.
- Do activities that support their well-being e.g. eat well, sleep well, rest well.

## What can I do to support my child's learning?

- Listen to your child reading regularly for short, sharp periods of time (avoid making reading a chore) – their Bug Club book, their class and school library books but also real-life texts e.g. menus, leaflets, adverts...
- Support your child with any homework tasks set by their teacher.
- Help your child to learn their times tables – Revisit the x2, x5 and x10 times tables but also learn their target times table.
- Encourage your child to use at home any of the interventions they use at school i.e. Lexia, Reading Eggs (some children) and Mathletics (all children).
- Join/visit your local library.
- Discuss the time in your everyday lives on analogue and digital clocks.
- Ensure that your child does activities that support their well-being e.g. eating well, sleeping well, resting well.
- Spend quality time with your child simply talking to them, enjoying family experiences, playing games...  
Provide any enriching experiences you can e.g. visits to the theatre, museums, events, spend time at the beach....

