

## Year 5 - Areas of Study Spring 2 - 2025

**Topic Title: Spy Kids**

**Key Question: What materials could you use to be the perfect spy?**

### **English (Reading and Writing)**

The name's Rider... Alex Rider. In the same genre as Fleming's 007, Anthony Horowitz's 'Stormbreaker' tells the story of a young boy who is whisked into the world of international espionage. In this unit, children will be reading 'Stormbreaker' and looking at the key features of the action and adventure genre – comparing it to the genres they have already experienced and discussing similarities and differences. They will analyse the character of Alex Rider and exploring how the author uses linguistic cues and subtle description to show how a character is feeling. In addition, behind every good protagonist is an equally good antagonist. The children will analyse the different characteristics of Eoin Colfer's 'Artemis Fowl' as they discuss and evidence how the two characters, and their perspective novels, are different yet belong in the same genre.

Every good spy needs the tools to complete their mission and, as such, our children will be drawing on their creativity to design their very own spy gadget. The children will need to use language which appropriately describes the features and then, in best Q-branch style – explain how the gadget works in the form of an explanation text. The children will then use their talents at creating suspense, tension and mystery to write a film narrative based on the Literacy Shed short film – 'Pidgeon Impossible'. Finally, the children will be given the opportunity to voice their opinions about whether espionage is a good or bad thing, and support their views with evidence, by writing a balanced argument and taking part in a debate: 'Is spying a good thing?'

### **Maths**

In this discrete unit, children will continue their studies of fractions and decimals and now, link these to new knowledge of percentages. Children will learn that "per cent" relates to "number of parts per 100". If the whole is split into 100 equal parts, then each part is worth 1%. They will then continue to explore percentages by comparing them to fractions by giving them a denominator over one hundred and then, finally comparing them to decimals by converting use their knowledge of place value.

Later in the term, children will move onto shape and space by developing their understanding of perimeter and area, including that of compound rectilinear shapes. They will learn how to calculate the area of triangles and estimate area using a variety of methods.

Finally, children will end the half-term by analysing statistics in the form of tables and charts including line graphs and timetables.

### **Science**

To be a good spy kid, you must make the most of the materials around you and use them to your advantage. By understanding the properties of a range of

everyday materials, a spy could use them to get themselves out of a sticky situation or thwart the most dangerous of enemies.

In this unit, children will continue to develop their understanding of chemistry and physics through the study of a range of materials and how they can be effectively separated and changed for a purpose. They will understand that some changes are irreversible and will link these to challenges that a spy could face in the field. In addition, children will be tasked with investigating materials that act as thermal insulators to keep a top-secret material cold enough to transport effectively. They will need to design an investigation that they will then trial to see if their container meets the needs of the mission.

### **History**

Not taught this half-term

### **Geography**

Not taught this half-term

### **Art**

Not taught this half-term

### **Design Technology (DT)**

Being a good spy entails the knowledge of how things work and how to create situations which work to your advantage. Whether this be creating a device which will assist you in completing your mission or devising a way of storing top-secret information so that it will not be found easily.

In this unit, children will design their own gadget or storage device using their knowledge of materials, cams and levers. They will use CAD software to help develop their ideas into a working design and adapt as necessary. They will then choose the materials that will best suit their design and create a working prototype – evaluating its effectiveness.

### **Music**

Song writing can sometimes appear daunting. This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs.

Children will improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. They will create fragments of songs that can be developed into fully-fledged songs. Also, they will listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Lastly, they will understand techniques for creating a song and develop a greater understanding of the song writing process.

### **Religious Education (RE)**

Continuing from the previous half-term, the children will be introduced to the Abrahamic and Eastern faiths and how these are similar. They will then begin by looking at the celebration of life, such as birthdays and naming ceremonies. They will also look at how religions cope with the idea of life after death and how these beliefs might bring hope and peace to their followers.

### **Physical Education (PE)**

In this unit, the children will learn, develop and apply all gym skills on the floor, with hand apparatus and on low apparatus through focused skill development, sequence creation and games. This will include a range of balances, rolls and movements – all indicative of the movements pulled off by James Bond himself.

They will use a range of hand and floor apparatus, including the wall bars, to enhance their sequences and give constructive feedback that will help to improve their gymnastic skills.

During their outside sessions, the children will focus on net and wall games, particularly dodgeball.

### **Computing**

Covert communication is the key to success for any good spy kid. Communicating in different ways and using different 'languages' is key to understand how the digital age works and how computers from all over the world seamlessly 'talk' to each other.

In this unit, children will learn about different methods of non-verbal communication which have used coded symbols and visual cues to help communicate a message. Through the exploration of semaphore, morse code, Caesar cyphers, password construction and other inscription methods, children will not only learn how computer engineers and software developers code information to work world-wide but also how spies communicate their information without being detected.

### **Personal, Social and Health Education (PSHE)**

Throughout this unit, children will learn about the importance of the environment and how it is everyone's responsibility to ensure that the planet's natural resources are maintained and available for the future. Children will understand why it is important to be compassionate, especially towards the natural environment, to animals and to all living things and what this means in practise.

Later, in the unit, children will learn about how the media influences people and how, through its different forms and purposes, it can affect people on all levels of society. They will analyse and discuss how the media reinforces stereotypes and

why we should look at media sources with a careful bias and not believe everything that is being expressed.

### **Modern Foreign Languages (MFL)**

In this unit the children will be introduced to twelve new nouns with their indefinite articles/determiners for key classroom objects. They will also start to integrate previously learnt language such as the high frequency first person irregular verb j'ai (I have) that they will have encountered in at least the Je me présente unit, alongside newly acquired language such as dans ma trousse (in my pencil case) or dans mon sac à dos (in my rucksack). Together with the negative structure je n'ai pas de (I do not have) and an awareness of the possessive adjective in French, pupils will be able to describe what they have/do not have in their pencil cases and school bags by the end of the unit.

The pupils will first learn the nouns and indefinite articles/determiners for classroom items. There will be ample opportunity for article sorting, reminding the children that nouns have different articles/determiners in French. The unit then progresses to recycling and revisiting the first-person conjugation of the verb 'to have' j'ai in French before showing the pupils clearly how to move from an indefinite article/determiner to a possessive adjective, thus moving from un crayon (a pencil) to mon crayon (my pencil). It is through this medium of describing what is in their pencil case that the children can revisit this key verb, be introduced to possessive adjectives but also explore the negative option je n'ai pas de... so that they can also describe what they do not have in their pencil case. Challenge sections will provide greater depth in all four skills, but these are always optional.

[\\*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.](#)