



| Wow moment: In school planetarium. | | |
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| English text types | SPAG | |
| <p>Core Text: Giant's Necklace - Michael Morpurgo</p> <p>Each week we are going to use Vipers to study each chapter of the text.</p> <p>V-new vocabulary.</p> <p>I-inference skills.</p> <p>P-make sensible predictions based on the text.</p> <p>E-explain.</p> <p>R-retrieve information in order to answer questions.</p> <p>S-summarise each chapter.</p> <p>Week 1: We will look at non-fiction and how to write a diary by using the text, 'Diary of a Ghost'.</p> <p>Week 2: We will start by looking at our new story, 'Kidnapped'. The children will learn the story by drawing story maps, retelling it and acting it out. We will look at the different features of an adventure/flashback/suspense story and what makes good openings and endings.</p> <p>Week 3: We will then innovate the story and write our own versions.</p> <p>Week 4: The children will write their own adventure/flashback/suspense story based on all of the work we have done.</p> <p>Week 5: We will then focus on poetry by using the film, 'Pandora'. The children will write a Senryus, it has the same structure as a Haiku. The lines are separate and each contain a new thought. Senryus are typically about humans rather than concepts such as nature of love.</p> | <ul style="list-style-type: none"> • Use relative clauses with/without a relative pronoun. • Selects words for effect to support purpose and engage readers' interest. • Begin to build paragraphs around a topic sentence. • Demonstrate a growing awareness of audience and purpose. • Begin to develop characters and settings through the selection of effective vocabulary. • Summarise a paragraph. • Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing. • Use a thesaurus. • Spell words containing the letter-string ough. • Year 5 CEW. • Handwriting. • New spelling program. | |
| Maths | Tables and Mental Maths | MFL |
| <p>Week 1-2: Number: Addition and Subtraction.</p> <p>Week 3-4: Multiplication and Division</p> <ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cube. • 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. • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Multiply and divide numbers mentally, drawing upon known facts. <p>Week 5-6: Number: Fractions</p> <ul style="list-style-type: none"> • 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. • Compare and order fractions whose denominators are all multiples of the same number. • Add and subtract fractions with the same denominator, and denominators that are multiples of the same number. | <p>The children should be able to recall multiplication and division facts for multiplication tables up to 12 x 12.</p> | <p>The children will use Language Angels to support their learning in Spanish about Ice Cream.</p> |
| Science | Computing | PSHE |
| <p>The children will describe the movement of Earth, and other planets, relative to the Sun in our Solar System. They will describe the movement of the Moon relative to Earth and describe the Sun, Earth and the Moon as approximately spherical bodies. Pupils will use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. They will also have the opportunity to find out about how ideas about the solar system have developed and changed over time.</p> <p>Working Scientifically, children will have the opportunity to plan an enquiry using a shadow stick and look at changes over time. They will take accurate measurements of the shadows formed, decide how to record them and present their findings. They will also identify scientific evidence that has been used to support or refute changing ideas about the Solar System.</p> | <p>The children will create media by explaining what makes a video effective, use a digital device to record a video and capture video using a range of techniques. They will create a storyboard and identify that the video can be improved through reshooting and editing.</p> | <p>This half-term is all about celebrating differences. We will look at different cultures, racism, types of bullying and money.</p> |
| | | RE |
| | | <p>Why do Jewish people go to the synagogue?</p> <p>In this unit, the children will explore a Jewish synagogue. They will study the various important aspects including worship, prayer, education and the importance to the community. They will identify some Jewish prayer artefacts such as a kippah, They will explore the role of the Rabbi, links to the Jewish people and links to other faith leaders such as a priest or vicar within Christianity. They will study the Jewish Passover and what makes it special with opportunities to make links to the Last Supper.</p> <p>What are the themes of Christmas?</p> <p>The children will explore the themes of gifts and giving. They will consider the significance of the gifts of the wise men and how Christians understand the concept of giving today. They will reflect on the commercialisation of Christmas today.</p> |
| Geography | History | PE |
| <p>This unit fuels pupils' curiosity about the shape of the earth beneath their feet. The children will find out about their living, ever-changing world and think about how human activity is changing the shape of the land in new ways. The unit focuses on basic physical processes that shape the landscape and bring change over time.</p> | | <p>The children will attend weekly swimming lessons.</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations. <p>The children will also work with a coach from The Foundation of Light.</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. |
| Art | D&T | Music |
| | <p>After exploring a range of pop-up storybooks, the children will design a Christmas card incorporating a range of mechanisms and decorative features, including structures, levers, sliders, layers and spacers.</p> | <p>This unit of work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum: Listening, Singing, Playing Composing and Performing.</p> |