

Science**Spoken Language**

Developing their scientific vocabulary
 Articulating scientific concepts clearly and precisely
 Making their thinking clear, both to themselves and others
 Build secure foundations by using discussion to probe and remedy their misconceptions

All Living Things

Differences in the life cycles of a mammal, an amphibian, an insect and a bird
 The life process of reproduction in some plants and animals.

Working Scientifically

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.

Music

Children will be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will improvise and compose music for a range of purposes using the inter-related dimensions of music.

The children learning clarinets will continue to develop their musicality playing a range of pieces.

Computing

Online Safety - analysing safe sources online and accurate data
Media

Children will create a Prezzi presentation related to top. They will be required to use pictures, hyperlinks, information and a range of other media features to engage the reader. They will use analysis techniques, from reading, to emphasise words and important information.

Languages- Arabic/ French

Children will continue to develop their speaking, listening and reading skills through:

- simple stories
- dialogues
- paired work
- comprehensions to show understanding.

We will be specifically looking at sports and food to continue to consolidate the learning.

Art and Design / Design and Technology**Rainforest**

Children will create sketches/paintings based on still life drawings and observations using layers of colours and textures.

Inspired from famous wildlife artists / photographers

- Gregory Basco – gorgeous animal shots
- Cássio Vasconcellos dark BW tones
- Ken Duncan

Religious Education

Reflections Authority, Wisdom, Identity, Belonging, Community

Deep Question:

Why are there different beliefs about God?

Children will:

- reflect on links and comparisons between their own and others' identity and experience.
- formulate questions of meaning and purpose.
- reflect on moral issues in their own lives, in relation to their understanding of religious and non-religious worldviews.

English**Reading/ Comprehension**

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
- 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

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 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

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

NC- use further suffixes and understand how to add them -ence, -ei, -ant, -ance, -ancy

NC- know and spell words with ei after c

Handwriting**Year 5**

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.

Grammar and punctuation

Brackets and dashes

Apostrophes

Inverted commas

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Performing their own compositions

Discuss and evaluate how authors use language

Discussing the effectiveness of their own and others' writing.

Use relevant strategies to build their vocabulary

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listeners

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication

History and Geography**History**

Children will learn how the world has changed.

Research into the **industrial revolution** and our developing 'Western' world

Children will compare how it was then and is now.

Local Geography and Our World

Children will learn about climate and weather in our local area and the wider world

Children will study how carbon footprint, global warming and greenhouse gases are affecting our planet.

Children will learn how geographical land type poses certain risks in extreme weather.

How has the climate changed over time and is this natural or influenced by man?

Physical education**Hockey**

- children will learn basic stick and ball control skills.
- children will learn how to pass accurately
- children will learn attack and defence skills through team games

Freddie Fit

- children will develop their cardiovascular fitness through a range of exercises.

Intra school- Tri Golf**Mathematics Book B****Unit 7: decimals**

Pupils will be able to:

- convert tenths, hundredths and thousandths to fractions or mixed numbers in their simplest forms
- multiplying by tens, hundreds and thousands by: moving each digit 1, 2 or 3 places respectively to the left in the place value chart
- dividing by tens, hundreds and thousands by: moving each digit 1, 2 or 3 places respectively to the right in the place value chart
- use a calculator to: type in decimals, add and subtract decimals and multiply and divide decimals by a whole number.

Unit 8: measurements

Pupils will be able to:

- convert measurements of length, mass and volume from a larger unit to a smaller unit
- convert measurements of length, mass and volume from a smaller unit to a larger unit

Unit 9: Understanding mean (average)

- interpret mean as the total amount divided by the number of items
- find the mean number or quantity of a group
- find the total amount given the mean and the number of items in a group

NC- area and perimeter, volume, reflection, rotation, translation

Multiplication and Division**Year 5 –**

Times Tables: 12, 25, 90

Fluency addition and subtraction

PSHCE**Spiritual**

What do the holy texts say about caring for the environment?

Moral

One person can't make a difference or can they? What are your thoughts and why.

Social – SEAL - Good to be me

If we ever feel pressured, what does it take and what is the best way to say no?

Cultural

Should each community and culture play a part in the wider world's wellbeing or should it just apply in what is local to them?

British Values**Democracy**

How was living within a democracy has enabled us to speak out for animals that cannot speak for themselves?

Rule Of Law

What laws do we have to protect the environment?

Individual Liberty

What is the impact of companies who damage the environment?

Mutual Respect

Why should we always respect our environment?

Tolerance of Different Faiths and Beliefs

Some people don't believe Global warming is happening ; should we tolerate them destroying the environment? How can we make change happen?