

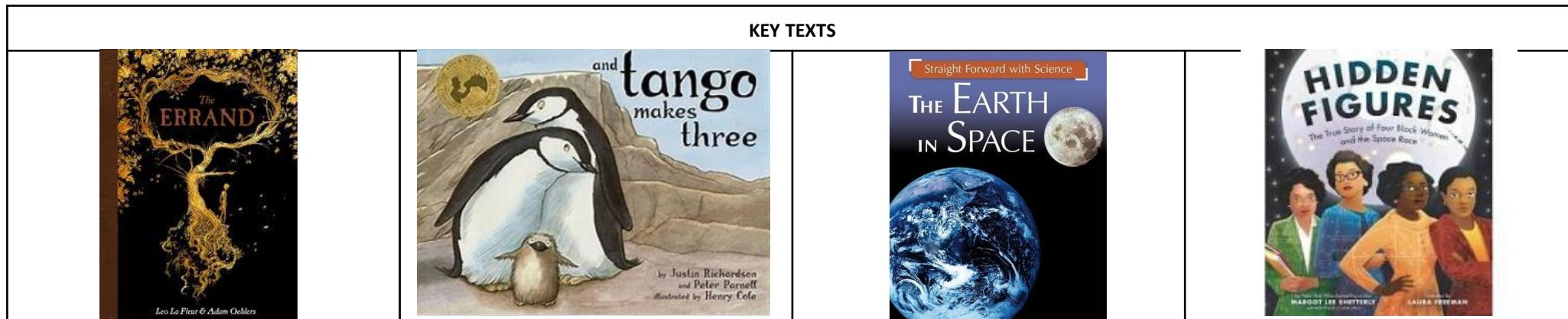


YEAR 5 / SPRING 1

TO BOLDLY GO

| ACADEMIC EXCELLENCE | LIFE LONG LEARNING | POSSIBILITIES and RISKS | SOCIAL INTELLIGENCE |
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| We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community. | We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers. | We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas. We will be challenging ourselves, extending our boundaries and developing our independence. | We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. |

KEY TEXTS





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| ACADEMIC EXCELLENCE | <p>Focus on explaining what we are learning and what we need to next to improve</p> <p>Learning techniques for remembering more and committing new learning to the long term memory</p> <p>Understanding that progress comes through hard work and progress is relative to starting points</p> | LEARNING TO LEARN | <p>Focus of the importance of RESPONSIBILITY within our school and everyday life using our new school code of conduct</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p> |
| POSSIBILITIES AND RISKS | <p>Supporting children to embrace change and welcome new opportunities, being able to adapt</p> <p>Opportunities to develop ability to manage time and resources effectively</p> <p>Learning the skills needed for safe cycling – Bikeability</p> <p>Starting our swimming lessons</p> | SOCIAL INTELLIGENCE | <p>Recognising the significant contributions of black women in American space race linked to Hidden Figures text</p> <p>Learning that families come in different forms and the importance of positive relationships fostering security, respect and love (No Outsiders – And Tango Makes 3)</p> <p>Internet Safety - Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online</p> |



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| ENGLISH | READING | <p>To understand how authors affect their readers with intended effects To identify language features - adjectives, consistency present tense, show me - don't tell me, direct and reported speech, short sentences To develop range of vocabulary To identify and know the difference between formal and informal language</p> |
| | WRITING | <p>Paragraphs – to include paragraphs and link ideas across paragraphs Punctuation – colons and semi colons, inverted commas, hyphens To write a 3rd person narrative with a cliff-hanger To edit and improve own writing To develop fluent handwriting style with correct use of joins</p> |
| | SPELLING / PHONICS | <p>Spell words with suffixes: -able/ible, -ably/ibly, -able where the e from a root word remains Spell words that are adverbs of time Learn and remember words from the Year5/6 statutory spelling lists Spell words with silent letters Revise apostrophes for possession</p> |
| | SPOKEN LANGUAGE | <p>Give well-structured explanations Command of Standard English Use appropriate register</p> |
| MATHS | | |
| <p>Fractions, Decimals and Percentages Compare & order fractions with denominators of same multiple Equivalent fractions Mixed/improper fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by units Solve problems involving fractions Dividing Fractions</p> <p>Word Problems Involving multiplication and division</p> | | |



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| SCIENCE | <p>Working Scientifically Identify scientific evidence that has been used to support or refute ideas or arguments Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and talk about how ideas have developed over time Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and a range of graphs</p> <p>Earth in Space Describe the Sun, Earth and Moon as approximately spherical bodies. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Describe the movement of the Moon relative to the Earth.</p> | <p>COMPUTING</p> <p>Coding: To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variables types are and how they are used differently. To understand how to create a string.</p> <p>Online Safety: To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology and children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work.</p> |
| HISTORY | <p>Enquiry: Who were the Ancient Maya and what was their impact? Identify when and where the Maya lived. Understand what was Mayan writing. Explore how the Maya told the time/ used their own number system. Make comparisons between facts about Maya life and today's society. Understand about Maya civilisation and beliefs. Explore how we know about the Maya. Understand the Maya's demise.</p> <p>Historical Skills Use primary and secondary sources to find out information about the past. Make comparisons across historical periods. Ask perceptive questions, think critically, weigh validity of evidence , develop perspective and judgement Conduct an in-depth study of a non-European society that contrasts to British life</p> | <p>GEOGRAPHY</p> <p>HISTORY FOCUS</p> |



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| MFL | <p>The theme of this term is sports and opinions</p> <p>To use a dictionary to find the meanings of new words and translate words</p> <p>To use the verbs jouer and faire in first person present tense and understand which sports they are used with</p> <p>To use the preposition and definite article rules when speaking or writing about sports</p> | <p>Swimming Children are able to swim 25 metres</p> <p>Lacrosse Understand how to hold the Lacrosse stick Introduce 'Ground balls' and understand the four stages Introduce passing and catching and the role of using different parts of the stick Introduce 'Boxing Out' and understand the reason for doing this Understand cushioning the ball into the stick Introduce shooting and differentiate between this and passing Build up from paired and small group work to small-sided games using attack and defence principles</p> |
| DESIGN TECHNOLOGY | ART FOCUS | |
| MUSIC | <p>THE MINOR SCALE</p> <p>Considering the character and the intervals through part singing.</p> <p>Introducing compound rhythm patterns</p> <p>Exploring how silence is used for effect in music</p> | <p>ART AND DESIGN</p> <p>To create a mono-print space background in the style of Georgia O'Keefe. To apply different shades to polystyrene sheets to give a graduated effect To confidently use printing techniques To use different thickness of pens for effect To experiment with line, dot and shape designs To draw lines with clear intention and precision</p> |
| PSHE | <p>To explore different families and understand that all families are different- including civil partnerships, divorce, step families</p> <p>Managing emotions and identifying positive ways to face new challenges</p> <p>Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online</p> <p>Establishing clear protocols for online relationships and what to do if these are compromised</p> | <p>RELIGIOUS EDUCATION</p> <p>What do Hindus believe God is like? Consider how Hindus might see the world. Review the concepts of Brahman to build up understanding. Use and examine stories and Hindu texts and consider how deities exemplify qualities of Brahman.</p> |
| | | <p>ENRICHMENT</p> <p>Bikeability No Outsiders – And Tango Makes Three Library visits Swimming lessons Dr Diane Davies – Maya workshop with an archaeologist</p> |