

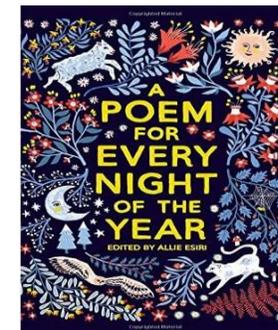
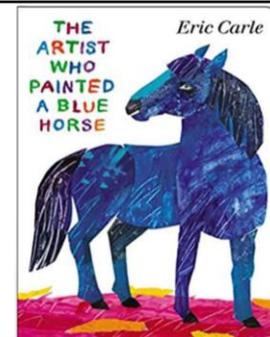
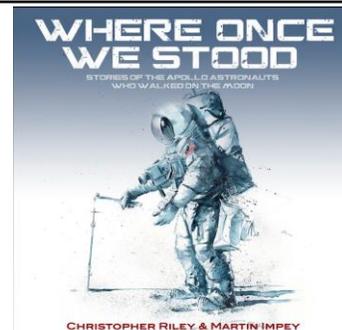


## YEAR 5 / SPRING 2

### IS SPACE THE FINAL FRONTIER?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>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.</p>	<p>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.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>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.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>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.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<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>
<b>POSSIBILITIES AND RISKS</b>	<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>

<b>LEARNING TO LEARN</b>	<p>Focus of the importance of responsibility over our own actions and choices we make daily</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Recognising the significant contributions of black women in American space race linked to Hidden Figures text</p> <p>Learning the reasons behind emigration &amp; immigration – would there be a reason for us to have to emigrate? What are the positive impacts of cultural diversity? Is space the final frontier?</p> <p>AI - what does it mean to be human? Can Artificial Intelligences ever become human?</p>



<b>ENGLISH</b>	<b>READING</b>	To understand how authors affect their readers with intended affects To identify language features - adjectives, consistence present tense, show me - don't tell me, direct and reported speech, short sentences To develop range of vocabulary To know the features and purpose of features of instructional text and their impact on reader To identify and know the difference between formal and informal language
	<b>WRITING</b>	Paragraphs – to include paragraphs and link ideas across paragraphs Punctuation – colons and semi colons, inverted commas, hyphens To create a vignette - ( a short description) To write a formal report To edit and improve own writing To develop fluent handwriting style with correct use of joins
	<b>SPELLING / PHONICS</b>	Learn and remember words from the Year 3/4 and 5/6 statutory spelling lists Revise previous spellings Build words from root words To extend spellings of common homophones To write words with the 'i' sound spelt 'ei' usually after c, e.g. ceiling Review 'ie' and 'ei' words
	<b>SPOKEN LANGUAGE</b>	Give well-structured explanations Command of Standard English Use appropriate register

<b>MATHS</b>	<p><b>Percentages</b>                  Writing percentages                  Comparing percentages                  Equivalent fractions, decimals and percentages</p> <p><b>Geometry</b>                  Knowing types of angles                  Measuring angles                  Investigating angles on a line and at a point                  Describing &amp; investigating squares and rectangles                  Investigating regular polygons</p> <p><b>Position and Movement</b>                  Name and plot points                  To describe transitions                  To describe movement                  Understand symmetry and successive reflections</p>
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<b>SCIENCE</b>	<p>Ask relevant questions and use different types of enquiry to answer                  Set up practical enquiries, comparative and fair tests                  Careful and systematic observations, measure using a variety of equipment                  Gather, record, classify and present data Report on findings and draw simple conclusions                  Identify similarities and differences</p> <p><b>Reversible and Irreversible changes</b>                  What is dissolving?                  How can we separate materials? (filtering and sieving)                  What is a solution? What is evaporation?                  Which changes are reversible?                  What changes are irreversible? (burning)                  What changes are irreversible? (acidification)</p>
<b>HISTORY</b>	

<b>COMPUTING</b>	<p><b>Databases</b>                  Develop an understanding of what a branching database is                  Learn how to create a branching database                  Use yes/no questions to understand what attributes are                  Learn how to use attributes to sort groups of objects                  Create physical branching databases                  Create on-screen branching databases                  Design an identification tool using a branching database                  Test their identification tool by using it                  Explore real-world applications of branching databases</p>
<b>GEOGRAPHY</b>	<p><b>North America</b></p> <ul style="list-style-type: none"> <li>• Know some of the countries in the continent of North America include Canada, United States of America and Mexico.</li> <li>• Know there are different climate zones in North America.</li> <li>• Know and understand that the further north you go, the colder it becomes. This means that the climate in Canada tends to be cold and relatively snowy.</li> <li>• Know that the climate in Mexico is warmer, and it can be hot and humid. This is because it is closer to the equator.</li> <li>• Know that California is a state (a large area) in the USA on the coast of the Pacific Ocean.</li> <li>• Know that the capital of the USA is Washington DC</li> </ul>



MFL	<p><b>The theme of this term is sports and opinions</b>                      To adapt and create own sentences about sports and activities                      To use days of the week and time connectives to describe different activities                      To use the command form of verbs to give simple instructions</p>	PHYSICAL EDUCATION	<p>To develop throwing and catching and apply them relevantly to the situation.                      To develop bowling accuracy and perform the skill within the rules of the game.                      To develop batting skills, identify when I am successful and what I need to do to improve.                      To develop fielding techniques and begin to use these under pressure.                      To understand the need for tactics and identify when to use them.                      To apply skills and knowledge to compete in a tournament.</p>
DESIGN TECHNOLOGY	<p><b>Food Technology – Scrumptious Salad – How do you like yours?</b>                      That recipes can be adapted to change the appearance, taste, texture and aroma                      That different food and drink contain different substances – nutrients, water and fibre – that are needed for health                      Know that food is seasonal                      Know the process of farm to fork                      Know what air miles are and the impact of importing on the environment</p>	ART AND DESIGN	
MUSIC	<p>Create compositions using compound patterns                      Add simple chords to accompany songs and compositions                      Listen to a live performance featuring a variety of instrument</p>	RELIGIOUS EDUCATION	<p><b>How can following God bring Freedom and Justice?</b>                      To sequence key events of the story of the Exodus and consider different interpretations.                      To make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times.</p>
PSHE	<p>To explore different families and understand that all families are different- including civil partnerships, divorce, step families                      Managing emotions Identifying positive ways to face new challenges                      Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online                      Establishing clear protocols for online relationships and what to do if these are compromised</p>	ENRICHMENT	<p>No Outsiders – The Artist Who Painted a Blue Horse                      World Book Day                      Swimming lessons                      Comic Relief                      Science Week</p>