

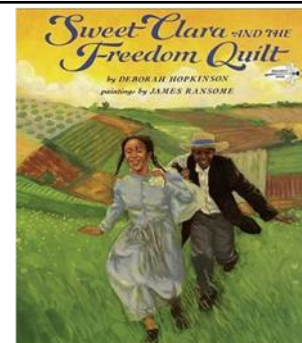
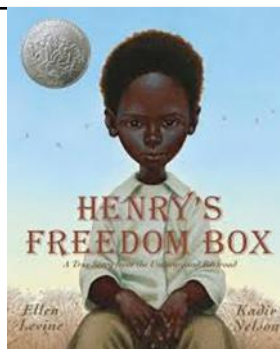
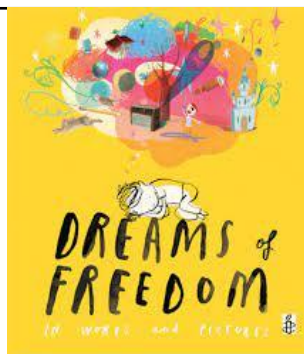


YEAR 5 / SUMMER 1

HOW DOES FEELINGS OF POWERLESSNESS IMPACT DECISIONS AND THE WIDER WORLD?

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





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>
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 survival - lighting a fire, tying knots, building a shelter, tracking, knowing your paces.</p>

LEARNING TO LEARN	<p>Focus of the importance of reflection to make improvements especially linked to writing and evaluating</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p>
SOCIAL INTELLIGENCE	<p>Making decisions – are zoos really necessary today? Are humans helping or hindering endangered animals</p> <p>Is it right that only the fittest survive?</p> <p>Should animals have the same rights as humans?</p> <p>No Outsiders</p>



ENGLISH	READING	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 and terminology To know the features and purpose of of a range texts and their impact on reader To identify and know the difference between formal and informal language Scan to find specific details
	WRITING	Paragraphs – to include paragraphs and link ideas across paragraphs using adverbials Use a range of conjunctions to build cohesion, use relative clauses beginning who, which, where, when, Punctuation – recap speech punctuation and brackets for parenthesis To write a diary entry To edit and improve own writing independently To develop fluent handwriting style with correct use of joins
	SPELLING / PHONICS	Learn and remember words from the Year5/6 statutory spelling lists Revise previous spellings Use a range of strategies for learning words Use word origins, root words, prefixes and suffixes Develop personal spelling lists Continue to learn a range of homophones
	SPOKEN LANGUAGE	Give well-structured explanations Command of Standard English Use appropriate register The difference between vocabulary of formal and informal speech - formal tone

MATHS	<p>Position and Movement Name and plot points To describe transitions To describe movement Understand symmetry and successive reflections</p> <p>Measurement To convert units of length, mass, time and temperature Find the perimeter and area of shapes</p> <p>Area and Perimeter Perimeter of rectangles and squares Area of rectangles and squares Area and perimeter of composite shapes Estimating area</p>
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<p>SCIENCE</p>	<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 Biology Life cycles To know about the lifecycles of mammals, birds, amphibians and insects To understand complete and incomplete metamorphosis</p>	<p>COMPUTING</p>	<p>Vector Graphics I can recognise that vector drawings are made using shapes I can experiment with the shape and line tools I can discuss how vector drawings are different from paper-based drawings</p>
<p>HISTORY</p>	<p>EQUALITY Civil Rights Movement: Key Figures: Martin Luther King Jr., Rosa Parks. Significance: Fighting against racial segregation and discrimination in the United States during the mid-20th century. Women's Suffrage Movement: Key Figures: Emmeline Pankhurst, Susan B. Anthony. Significance: Struggle for women's right to vote and equal treatment in the late 19th and early 20th centuries. Apartheid in South Africa: Key Figure: Nelson Mandela. Significance: Understanding the impact of racial segregation and the fight against it in South Africa.</p>	<p>GEOGRAPHY</p>	<p style="background-color: #cccccc;">[Empty cell]</p>



MFL	<p>The theme of this term is music</p> <p>To use verbs of opinion with the accurate gender of the noun</p> <p>To use a dictionary to find the meanings of new words and translate words</p> <p>To use rhyming words to predict pronunciation of unfamiliar words</p>
DESIGN TECHNOLOGY	
MUSIC	<p>Analyse musical examples, identifying weight and accent through movement</p> <p>Notate rhythmic phrases that do not start on the first beat of the bar.</p> <p>Place music in its cultural context, exploring reasons for its use.</p> <p>Work effectively with others in groups of various sizes</p>
PSHE	<p>Keeping Clean</p> <p>To be assertive in their choices about body image</p> <p>The importance of personal hygiene as you get older</p> <p>Dealing with the pressures relating to body image</p>

PHYSICAL EDUCATION	<ul style="list-style-type: none"> · Make correct and quick decisions when in a game situation when throwing and catching · To field the ball using the Long Barrier technique for a low fielding technique · Begin to hit the ball in space and vary the directions in which you hit in · Develop bowling techniques and how to use this to impact on the scoring within a game · Develop their confidence and competence in communicating with their team to increase the score within a game <p>To understand pace and apply different speeds over varying distances</p> <p>To develop fluency and co-ordination when running for speed</p> <p>To develop technique in relay changeovers</p> <p>To build momentum and power in the triple jump</p> <p>To develop throwing with force for longer distances</p> <p>To develop throwing with greater control and technique</p>
ART AND DESIGN	<p>Drawing objectives</p> <p>Develop perspective techniques previously taught, as well as using tone, light, and shade to make things appear 3D.</p> <p>Hatching techniques</p> <p>Develop shadow skills</p>
RELIGIOUS EDUCATION	<p>Christianity</p> <p>What matters most to Humanists and Christians?</p>
ENRICHMENT	<p>Role play – a day in the life of a slave on the underground railway.</p> <p>Sweet Clara and the Freedom Quilt</p> <p>Litter Picking Week</p> <p>Show Racism the Red Card</p>