

Year 5 – Autumn Term

English

Handwriting

Handwriting and presentation Pupils should be taught to:

- 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.

Key Outcomes: Write my own chapter narrative

Chapter 1 – introduce mysterious character

Texts: 'Skellig'

Cross-Curricular Links: PSHCE

Timescale:

6 days

Reading – Word Reading

- To recognise words with the letter string –ough.
- To pronounce words correctly using the letter string –ough.
- To sort words with the –ough letter string according to pronunciation of –ough.

Reading – Comprehension

- To use inference skills to hot seat main characters.
- To make predictions based on evidence from the text about the mysterious character.
- To identify author's style of simple sentences and analysing the effect it has on the reader.
- To identify the author's choice of language for description and action, including expanded noun phrases and descriptive verbs. To use evidence from the text to identify characteristics of the main characters.

Spoken Language & Listening

- To orally rehearse sentences.

Writing – Transcription

- To correctly spell words with the letter string –ough.
- To generate synonyms for given verbs and select the most relevant.

Writing – Composition

- To create a character profile, focusing on expanded noun phrases for description.
- To describe a mysterious setting using expanded noun phrases.
- To plan the opening chapter, opening with action and building up ambiguous clues about the mysterious character.
- To use a series of statements to end the opening chapter.

Grammar & Punctuation

- To identify singular and plural pronouns in the text.
- To review the terms main clause, subordinate clause, subordinating conjunction, complex sentence and fronted adverbial.
- To consistently write in the first person and past tense.

Text Type: Narrative

Success Criteria:

- First person
- Past tense
- Begin opening chapter with action
- Use of short simple sentences for pace and to build up tension
- Introduce unknown/mysterious character using ambiguous clues
- Expanded noun phrases
- Well-chosen descriptive verbs
- To switch between familiar setting and a setting that suggests mystery and intrigue

Key Outcomes: Write my own chapter narrative

Chapter 2 – personalities, relationships, direct speech

Texts: 'Skellig'

Cross-Curricular Links: PSHCE

Timescale:

1 week

Reading – Word Reading

- .To read words with the sound 'ee' spelt ei after c.

Reading – Comprehension

- To identify the personalities of the main characters (literal and inference).
- To compare personality traits.
- To explain the relationship between the two characters, using literal and inferred evidence.

Text Type: Fables

Success Criteria:

- Problem First person
- Past tense
- Inverted commas
- Paragraphing for speech
- Adjectives

<ul style="list-style-type: none"> To explain why the mystery character repeats himself. To identify similes. To identify the author's use of descriptive verbs. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally compose similes from visual images. To improvise direct speech between their own 2 characters, using commands, questions and statements. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the sound 'ee' spelt ei after c. <p>Writing – Composition</p> <ul style="list-style-type: none"> To plan questions, repetition and commands to be included in the dialogue. To use paragraphs to organise direct speech. Compose short simple sentences to create tension/intrigue. To compose similes to aid description of character. To use repetition to reinforce character traits. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To distinguish between statements, interrogative/questions and imperative/commands sentences. To compose statements, interrogative/questions and imperative/commands sentences. To punctuate direct speech within inverted commas. To identify short simple sentences used for effect. 	<ul style="list-style-type: none"> Relevant descriptive verbs Short sentences to create tension/intrigue Ellipsis
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Key Outcomes: Write my own chapter narrative Chapter 3 – change of setting (school)	Texts: 'Skellig'	Cross-Curricular Links: PSHCE	Timescale: 1 week
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<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To recognise irregular verbs in their past tense form. To review reading words with Phase 5 phonemes in. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To be able to distinguish between historical fact and fiction. To identify historical facts about beliefs and societies, using literal and inferred evidence from the text. To identify intense verbs, which maintain the interest of the reader. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To consistently speak in the past tense. To speak audibly and fluently, with an increasing command of Standard English. To use typical story language to open their legend. To orally rehearse, assess and improve sentences, phrases and words. To vary tone, pitch and volume to maintain the interest of the listener. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To review spelling irregular verbs in their past tense form. <p>Writing – Composition</p> <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To consistently speak in the past tense. To build a rich vocabulary by selecting more intense verbs for effect. To use 'a' and 'an' correctly, according to whether it is followed by a consonant or a vowel, e.g. a dog, an animal. 	<p>Text Type: Legends</p> <p>Success Criteria:</p> <p>PEE (reading comprehension)</p> <ul style="list-style-type: none"> To use evidence from the text to justify answers To further explain what the evidence from the text demonstrates linked to the point being made <p>Chapter</p> <ul style="list-style-type: none"> First person Past tense using past perfect verbs Inverted commas and commas for speech punctuation Descriptive verbs Complex sentences using commas to mark clauses Character body language to signal how they are feeling Different sentence lengths to signal change in tone for new setting Dialogue between main character and others to stress dilemma whether to talk about mysterious creature Adverbial openers
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Key Outcomes: Write my own chapter narrative	Texts: 'Skellig'	Cross-Curricular Links: PSHCE	Timescale: 1 week
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Chapter 4 – plan to prevent the mysterious creature from being discovered			
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with the prefixes in-, il-, im-, and –ir and recognise the effect on the root word. (revision from Y3/4) <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To analyse the author’s use of questions and statements and what this reveals. To use inference and deduction to analyse how character relationships have changed. To identify the use of commas and lists to change the pace and build up action. To use inference skills to explore the meaning of the dream sequence and evaluate the author’s intention of beginning the chapter this way To identify imagery used in the dream sequence and make inferences based on the meaning. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To read aloud, responding to punctuation for pace. To orally create phrases of imagery. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the prefixes in-, il-, im-, and –ir and recognise the effect on the root word. (revision from Y3/4) <p>Writing – Composition</p> <ul style="list-style-type: none"> To compose sentences to create imagery. To plan the next chapter, focusing on moving their mysterious creature to a new setting to protect him. To write the next chapter beginning with a dream sequence, also focusing on the changing roles and status of the characters through dialogue. To use adverbial openers to link ideas across paragraphs. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use commas in complex sentences to build up the pace and tension in the build up to action. To use simple sentences and sentence fragments to build up pace. To understand what a relative clause is and how it can be embedded in the main clause after the subject, e.g. The aging old man, <i>who until yesterday was a stranger</i>, spoke softly about his past. (It can also come after the main clause, e.g. The aging old man refused to answer his questions, <i>which annoyed Ali</i>.) 		<p>Text Type: Myths</p> <p>Success Criteria:</p> <p>PEE</p> <ul style="list-style-type: none"> Identify key words/phrases that the mysterious creature is changing. Explain what these words/phrases signal to the reader, the imagery created <p>Narrative</p> <ul style="list-style-type: none"> Inverted commas, commas and paragraphing for speech Commas to separate clauses and words in lists Imagery for the dream sequence, including sensory language Short statements in dialogue Simple sentences/sentence fragment to build up pace Main character is worried about sick relative and creature Relative clauses Adverbial openers 	
Key Outcomes: Chapter 5 – Change of setting	Texts: ‘Skellig’	Cross-Curricular Links: PHSE	Timescale: 1 week
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To identify technical vocabulary in chapter 25 and discuss meaning. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the use of repetition. To identify the changing roles of the characters and the use of statements and commands to show this. To make inferences and deductions from the dialogue that takes place. To use drama techniques to explore character’s reactions to the baby and the old lady. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally compose sentences using repeated vocabulary. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To correctly spell technical words from the text by linking to word families or using morphology. <p>Writing – Composition</p> <ul style="list-style-type: none"> To plan the next chapter, where the mysterious creature is moved focusing on the build up of tension. To write the next chapter, moving the mysterious creature to a new setting, focusing on dialogue that signal the characters’ change in role. To use adverbial openers to link ideas across paragraphs. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To create simple sentences and use commas in lists/between clauses to build up pace. To compose complex sentences, including relative clauses. To identify the relative pronoun in a relative clause as well as where relative pronouns have been omitted. To avoid using conjunctions that slow down the pace. 		<p>Success Criteria:</p> <ul style="list-style-type: none"> Dialogue to show how the characters’ roles have changed Similes and sensory language to describe the mysterious creature when it is properly seen for the first time Commas and simple sentences to build up tension and action Complex sentences, including relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied/omitted relative pronoun. Technical vocabulary Short statements in dialogue Avoid the use of conjunctions as openers Repetition of key vocabulary Adverbial openers 	

Key Outcomes: Chapter 6 – transformation of the mysterious creature	Texts: 'Skellig'	Cross-Curricular Links: PHSE	Timescale: 1 week
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with the prefixes re-, sub- and inter- and recognise the effect on the root word. (revision from Y3/4) <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify metaphorical language and the effect on the reader. To use evidence from the text to discuss the author’s technique of combining reality with dreaming. To draw inferences from character’s actions on how they are feeling at the end of the story. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally rehearse sentences that creates imagery for the plan. To use drama techniques to explore possible magical events that occur. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the prefixes re-, sub- and inter- and recognise the effect on the root word. (revision from Y3/4) <p>Writing – Composition</p> <ul style="list-style-type: none"> To use imagery to plan the transformation of the mysterious creature. To plan next chapter that includes a special event that combines reality with dreaming. To begin the final chapter, explaining how the mysterious creature transformed and which magical event took place. To continue the final chapter, focusing on imagery. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To identify adverbial phrases used to describe action. To compose adverbial phrases to build up action. To distinguish between possessive and personal pronouns. 		<p>Success Criteria:</p> <ul style="list-style-type: none"> Mysterious creature has transformed and a magical event takes place Metaphors and sensory language for imagery Expanded noun phrases to describe mysterious creature’s appearance Pronouns ‘I’ and ‘we’ to show shared experiences Punctuation for dialogue Complex sentences including relative clauses Descriptive adverbial phrases for action Positive atmosphere created through use of vocabulary 	

<p>Narrative – The Piano</p> <p>Key Outcomes: Incidental writing - Descriptive sentences linked to the imagery in the film, diary entry, conversation including speech punctuation.</p> <p>Writing the voice over for ‘The Piano’ Record reading of narrative for voice over</p>	<p>Texts: <i>Stimulus – ‘The Piano’</i></p>	<p>Cross-Curricular Links: PSHCE History ICT</p>	<p>Timescale: 3 Weeks</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read and identify words with the suffixes –cious and –tious. To read and identify words with the suffixes –cial and –tial and identify exceptions to the rules. To use dictionaries to check the spelling and meaning of words. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the sequence of events and the use of flashbacks. To explore what the film leaves unanswered. To generate words/phrases to describe the mood and atmosphere, using evidence from the film to justify responses. To understand how the filmmaker helps the audience empathise with the main characters. To understand the thoughts and feelings of the main characters during key events in the story, using literal and inferred evidence from the visual text. To analyse and compare still images to discuss how film techniques affect viewpoints, including camera angles, colour, composition, character, setting, sound, symbol, sequence and story. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To investigate relationships and motives of the characters through hot-seating. To create freeze frames of key events, focusing on body language and facial expression. To use thought tracking during freeze-frames to voice characters thoughts and feelings. To act out a short conversation between main characters. To speak audibly with expression to create a voice over on iMovie. To read narrative writing using punctuation to pause for effect. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To apply knowledge of root words to use the suffixes –cious and –tious. To apply spelling rules when adding the suffixes –cial and –tial and learn exceptions to the rules. <p>Writing – Composition</p> <ul style="list-style-type: none"> To write a short descriptive paragraph to describe the use of colour or sound. (incidental writing) To write in a diary entry in role to explore key characters’ thoughts and emotions. (incidental writing) To write a short conversation between characters, using speech punctuation. (incidental writing) To organise notes onto a story board, including flash backs. To write a narrative as a voice over for the film ‘The Piano’. To use emotive and figurative language to convey mood and atmosphere. To vary sentence lengths for effect. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To write complex sentences for description created using relative clauses. To use punctuation for effect e.g. full stops for sentence fragments, exclamation marks, ellipsis, commas to clarify meaning. To generate high level vocabulary for description. To punctuate speech using inverted commas. To use adverbials for time and place to sequence flash backs. 		<p>Success Criteria:</p> <ul style="list-style-type: none"> Temporal connectives used to sequence plot Emotive and figurative language Varying sentence lengths Punctuation for effect e.g. ... ! - , Complex sentences using relative clauses beginning with: <i>who, which, where, when, whose, that</i> Inverted commas for speech Adverbial phrases for time and place to sequence flashbacks 	

<p>Key Outcomes Recount/Script writing</p> <p>Write a news report/ TV news report script for an aspect of WW2 – start? Churchill? End? Audience- children (Newsround style)</p>	<p>Texts: Variety of scripts</p> <p>News report clips</p> <p>Recounts of events</p>	<p>Cross-Curricular Links: PSHCE, History, ICT</p>	<p>Timescale: 3 weeks</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words ending in –able and –ible and identify changes made to words when the suffix is applied. To read words ending in –ably and –ibly and identify changes made to words when the suffix is applied. To read words where suffixes beginning with vowel letters are added to words ending in –fer. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify orientation paragraph to establish the context and reorientation paragraphs as conclusions to summarise or elaborate. To identify use of flashbacks to move the focus backwards and forwards in time. To identify the 5Ws in a recount. To identify the use of temporal connectives and adverbial phrases to sequence events To identify the use of powerful verbs and adverbial phrases when recounting a sports event. To identify the intended audience of a recount and the formality of the language used. To identify the layout features of script writing. To identify the use of italics or brackets for stage directions, actions and tone of voice. To summarise main points from reading to make notes. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To watch and listen to recounts of sporting events, analysing intended audience. To orally recount an event, using appropriate tone of voice. To orally rehearse a voice over, reading from a prepared script. To orally perform a voice over, coordinated with images and video added to iMovie. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words ending in –able and –ible and identify changes made to words when the suffix is applied. To spell words ending in –ably and –ibly and identify changes made to words when the suffix is applied. To spell words where suffixes beginning with vowel letters are added to words ending in –fer <p>Writing – Composition</p> <ul style="list-style-type: none"> To use abbreviations and to summarise to make notes and precise longer passages. To identify the purpose and audience for writing. To write a script to recount events. To write an opening of a script to give stage directions for opening credits. To use organisational features of scripts to organise writing. To use brackets for tone of voice, action and visual directions. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use temporal connectives and adverbial phrases to sequence events. To write consistently in the past tense. To use modal verbs to indicate degrees of possibility. To use brackets to add stage, voice and action directions to scripts. To use ellipsis to indicate pauses when reading a script aloud. 		<p>Text Type: Explanation</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Orientation paragraph Temporal connectives and adverbial phrases to sequence events To use flashbacks to move backwards and forwards in time Powerful verbs and adverbial phrases Modal verbs 5Ws Language choices appropriate for younger audience Reorientation paragraph Brackets for direction Ellipsis for pauses 	

Maths	
National Curriculum Statements	Individual strands (lesson ideas) These may require more than one lesson per strand. Use your personal judgement.
Number: Place Value <ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	Numbers to 10,000 Roman Numerals to 1,000 Round to the nearest 10, 100 and 1000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Compare and order numbers to one million Round numbers to one million Negative numbers
Number: Addition and Subtraction <ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	Add whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate Inverse operations Multi-step addition and subtraction problems
Statistics <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables. 	Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables
Number: Multiplication and Division <ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • 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 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	Multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1000 Divide by 10, 100 and 1000 Multiples of 10, 100 and 1000
Measurement: Perimeter and Area <ul style="list-style-type: none"> • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes 	Measure perimeter Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes

Science - Earth Sun and Moon

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
- 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.

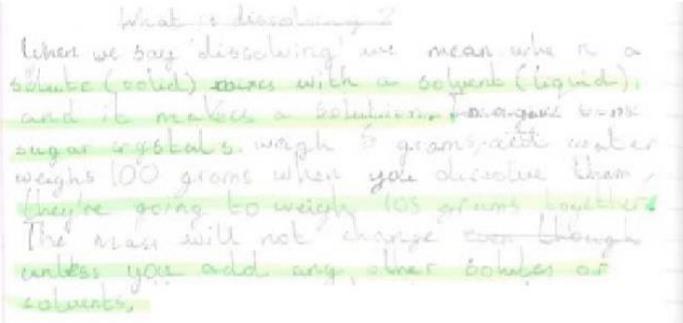
Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

NC statement	Aims	Activity Suggestions
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).	<p>Hook for entire unit – trip to the planetarium in Greenwich https://drive.google.com/file/d/1xmhq_NY78Ljio8FgKp24exuP8vit49VF/view</p> <p>https://www.youtube.com/watch?v=5xldz4EuV2U Children to create their own "show" explaining the role of the Sun with the planets. To give children a sense of perspective they can experiment with different spheres and look at the distance between the planets and their relative size - /www.hamilton-trust.org.uk/science/year-5-science/earth-and-space-space-presenters/</p> <p>Maths Use all four operations to solve problems involving measure including scaling. Solve problems involving \times and \div, including scaling by simple fractions and problems involving simple ratios.</p> <p>Art & Design Develop & improve art & design techniques with creativity & experimentation.</p> <p>Extended Writing Opportunity Information text: Write a leaflet or poster giving facts and figures about your favourite planet/s.</p>
Describe the movement of the Moon relative to the Earth	They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.	<p>As an ongoing project throughout this unit children could keep a moon diary.</p> <p>Mr Parr's moon phases song. You tube.</p>
Describe the Sun, Earth and Moon as approximately spherical bodies	Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.	<p>Weblinks Copernicus and Galileo from www.bbc.co.uk Planetary movements from www.theplanetstoday.com Planetary movements from www.solarsystemscope.com Information about Stonehenge from www.english-heritage.org.uk</p> <p>Children could create a working model of the solar system</p>
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.	<p>http://www.bbc.co.uk/education/clips/zvks4wx - Day and night; http://www.bbc.co.uk/education/clips/zq32fg8 - Sun, shadows and time of day; http://www.bbc.co.uk/education/clips/z38f9j6 - the Sun: day and night.</p> <p>Children could create a sundial</p>

Changes of Materials

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- 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

Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.</p>	<p>A nice starting point would be to place a large number of objects on the table and children to label them – children to generate as many words as they can - for example tin foil could have not stretchy, shiny, flexible, not absorbent nonmagnetic, opaque etc – good assessment tool.</p> <p>Children could then compare and group the materials according to the results they found – this allows them to generate their own questions and lines of enquiry.</p> <p>They could also investigate – do magnets work through liquids – how will they test, what would affect it.</p>
<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p>	<p>Children could experiment with separating solids from liquids – use a range of filtering equipment. They could leave items in a sunny spot/ on a radiator – compare with one elsewhere – what happens – what does it show?</p> <p>Children could make lemonade and observe how things dissolve or don't dissolve. (2 pints of warm water, squeeze lemon juice (liquid dissolves pips don't, six tablespoons of sugar, food grade citric acid...</p>
<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</p>	<div data-bbox="1375 911 1774 1118" style="border: 1px solid black; padding: 5px;"> <p>What is dissolving? When we say dissolving we mean when a solute (solid) mixes with a solvent (liquid) and makes a solution. Imagine some sugar crystals weigh 5 grams and water weighs 100 grams, when you dissolve them they're going to weigh 105 grams together. The mass will not change unless you add any other solutes or solvents.</p> </div> 

<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p>	<p>Thermal conductivity – which cup will keep a drink warm for the longest/ a jacket potato warm – if we did this around bonfire night children could be asked to design a product! If in summer it could be carried out in reverse – ie keeping things cold – is there an alternative to plastic for storing drinks etc...</p> <p>Similar experiments could be carried out for absorbency (hooks could be rabbit hutch/nappies/ kitchen towel) Sugar cube in food colouring – make a tower what happens!</p>
<p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>	<p>Make bread – can it be unmade? Children (under supervision) to look at burning materials</p> <p>As a link to geography – children could set up an experiment simulating a volcanic explosion using bicarb and vinegar.</p> <p>Or inflating a balloon - (balloon stretched over the top of a bottle mix bicarb and vinegar together – reaction should inflate the balloon!</p>

Computing – iMovie

Awareness: That documentaries/news reports can communicate information about a topic

Skills:

- To analyse and identify features such as cutaways, interviews and voiceovers in existing documentaries
- To plan and write structure of the documentary
- To record interviews, cutaways and dramatic reconstructions, considering framing and sound
- To import and edit together sequences, fine-tuning edits for clarity
- To record voice-overs and add music, sound effects, titles and transitions
- To evaluate the effectiveness of others digital media skills

Evaluation: Is my news report engaging and understandable for the audience?

Outcome: Creating a documentary about a given topic, including interviews, cutaways and voiceovers about WW2

Online Safety: Self-image and Identity

Computing – Scratch

Awareness: That simple games can be created using programming software

Skills:

- To design simple maze and evaluate game mechanics
- To program sprite so that it moves in response to arrow keys
- To design a simple maze using backdrop in Scratch
- To program an action to occur in response to a stimulus.
- To debug and make improvements to game

Evaluation: Does my code work? How can I debug it?

Outcome: To create simple maze-following game

Online Safety: Online Relationships

PSHE - Safety in my community

- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to consider the lives of people living in other places, and people with different values and customs
- to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise and manage ‘dares’ (Gang culture)
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation

Values

Emotional Intelligence – dealing with criticism, strengths and weaknesses and giving feedback of this

British Values

Democracy – UK parliament and voting systems

Rule of law – Law making and enforcing- the police and the judiciary

History – Battle of Britain – How World War II changed our lives?

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- know and understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand how our knowledge of the past is constructed from a range of sources.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- inspire pupils’ curiosity to know more about the past
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- A significant turning point in British history - The Battle of Britain

Geography – Planet locational Knowledge –All Around the World

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- have knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.
- understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- knowledge of places defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Possible idea – At fixed time of the year - look at how different areas of the world and the properties of their location. How does it differ and what is the significance? How do these areas differ? Land use, climate

PE

Hockey	Fitness	Netball	OAA
<ul style="list-style-type: none">- To develop dribbling with control.- To develop dribbling to beat a defender.- To develop sending the ball using a push pass.- To develop receiving the ball with control.- To be able to move into space to support a teammate.- To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.- To use space effectively in game situations.- To apply the rules and skills you have learnt to play in a hockey tournament.	<ul style="list-style-type: none">- To develop an awareness of what your body is capable of.To test and record baseline fitness scores.- To develop sprinting technique and speed.- To develop strength using my own body weight.- To develop co-ordination through skipping.- To perform actions that develop agility.- To complete actions to develop stamina.- To develop control whilst balancing.-To re-test fitness and identify areas of improvement.	<ul style="list-style-type: none">- To develop passing and moving.- To develop passing and moving towards a goal.- To be able to use the attacking principle of creating and using space.- To be able to change direction and lose a defender.- To be able to defend ball side and know when to go for interceptions.- To develop the shooting action.- To be able to change direction to get free from a defender and receive a pass.To learn the positions of 5-a-side netball.- To play in a 5-a-side netball tournament.	<ul style="list-style-type: none">- To build communication and trust whilst showing an awareness of safety.- To work as a team to solve problems.To suggest ideas and listen to others.- To develop cooperation and teamwork skills.- To develop tactical planning and problem solving.- To share ideas and work as a team to solve problems.- To develop trust in others.To be able to listen to others and follow instructions.- To develop navigational skills and map reading.- To be able to use a key to identify objects and locations.

French

Language Angels – Planets

Children Should:-

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Describe people, places, things and actions orally and in writing.

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- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

RE

From the RBG agreed syllabus

- Hinduism 3 – Hindu Life
- Hinduism 4 – Gods and Beliefs

Year 5 – Spring Term

English			
<p>Handwriting Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ 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. 			
<p>Key Outcomes: Write my own chapter narrative Writing own figurative language</p> <p>Writing in role – main and minor characters</p> <p>Reciting classic poetry by heart</p>	<p>Texts: Classic/Narrative Poetry – ‘The Highwayman’ & other classic poems</p>	<p>Cross-Curricular Links: PSHCE</p>	<p>Timescale: 3 weeks</p>
<p>Lesson Objectives:</p> <p>Reading – Word Reading</p> <ul style="list-style-type: none"> • To read words and explain the meaning of words with the ending –ent, -ence and -ency. • To read homophones such as: aisle, isle, aloud, allowed, alter, altar, ascent, assent and learn the meaning of each spelling. • To use a dictionary to find the meaning of archaic language and unfamiliar words. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> • To deduce and infer information about a character from a range of stimuli. • To identify the key themes of a narrative poem and summarise events in each stanza. • To identify language features of classic narrative poetry. • To identify the difference between figurative and literal language. • To identify author’s use of descriptive language to visualise a setting. • To analyse descriptive language in the poem to make inferences about the characters. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> • To speak in role to hot-seat characters and explore their motivations. • To recite a stanza by heart. • To perform the poem by speaking audibly and fluently, maintaining the interest of the listener. <p>Writing – Transcription</p> <ul style="list-style-type: none"> • To spell words and explain the meaning of words with the ending –ent, -ence and -ency. • To read homophones such as: aisle, isle, aloud, allowed, alter, altar, ascent, assent and learn the meaning of each spelling. <p>Writing – Composition</p> <ul style="list-style-type: none"> • To write a short descriptive stanza for an image, focusing on figurative language. • To generate descriptive sentences about a character to subtly reveal their characteristics. • To write a diary entry from the perspective of a main character. • To plan a recount from a minor character’s perspective. • To write a diary entry from the perspective of a minor character. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • To generate expanded noun phrases using adjectives and prepositional phrases. • To generate complex sentences by building upon a noun phrase. (add adjective, adverb, prepositional phrase, subordinating connective, subordinate clause) • To use subordinating connectives to create complex sentences. • To create complex sentences with the subordinate clause at the beginning of the sentence. 		<p>Text Type: Narrative Poetry</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Use the PEE structure to answer comprehension questions • Figurative language • Similes • Metaphors • Alliteration • Onomatopoeia • Expanded noun phrases • Complex sentence with subordinate openers • Commas to mark clauses in complex sentences • Subordinating connectives – because, when, since, although, if, as soon as, wherever, where, so that, in case • Emotive language • Sensory language 	
<p>Narrative about another culture & Historical Report Key Outcomes: Historical report about Apartheid in South Africa</p>	<p>Texts: ‘Journey to Jo’burg’, Beverley Naidoo – story about life during the apartheid in South Africa & non-fiction extracts about the apartheid</p>	<p>Cross-Curricular Links: PSHCE, Benin - Africa</p>	<p>Timescale: 2 Weeks</p>

<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with silent letters (e.g. doubt, island, lamb, perceive, thistle, knight). To read words where an adjective has been converted into a noun by adding the suffix ‘-ness’ e.g. happy – happiness (abstract noun) weak-weakness, forgetful-forgetfulness. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify language features of a discussion text. To identify related points for and against in a discussion text. To identify the use of connectives in a discussion text. To distinguish between statements of fact and opinion and identify why they have been used. To read, retrieve and record information from non-fiction to research the issue of debate. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To listen to oral debates, picking out key points being made. To speak in role as part of a debate, thinking about the issues that would affect their character. To use the correct level of formal language, related to the character being portrayed. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with silent letters (e.g. doubt, island, lamb, perceive, thistle, knight). To spell words where an adjective has been converted into a noun by adding the suffix ‘-ness’ e.g. happy – happiness (abstract noun) <p>Writing – Composition</p> <ul style="list-style-type: none"> To precise longer passages by taking notes on key points. To plan a discussion text by organising research into main points, evidence and elaborations. To write the introduction and the paragraph ‘for’ the issue of debate. To edit and improve writing, focusing on use of connectives to expand upon a point. To write the paragraph ‘against’ the issue of debate and a conclusion that reveals the author’s opinion. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use contrasting connectives to argue a point made or state an alternative point of view. To use additional connectives to expand upon points made in the paragraph. To use causal connectives to link cause and effect. (<i>School hours may be lengthened by up to 2 hours a day, <u>consequently</u> this will affect the time allocated for marking work at the end of the day.</i>) To use formal language. 		<p>Text Type: Historical Report</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Use the PEE structure to answer comprehension questions Past tense Opening and closing statements Headings and sub-headings Paragraphs organised around themes Brackets, dashes or commas to indicate parenthesis (separating clauses) Use of emotive language Facts and opinions Consistent viewpoint Adverbial openers (where & when) Illustrating connectives – for instance, to be specific, furthermore, in the same way, similarly, moreover, etc. Additional connectives - besides, further, furthermore, moreover, in addition, of equal importance, equally important, another 	
<p>Discussion Key Outcomes: Discussion text</p>	<p>Texts:</p> <p>Newsround extracts First News articles Examples of discussion texts</p>	<p>Cross-Curricular Links: PSHCE, Benin - Africa</p>	<p>Timescale:</p> <p>3 Weeks</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with silent letters (e.g. doubt, island, lamb, perceive, thistle, knight). To read words where an adjective has been converted into a noun by adding the suffix ‘-ness’ e.g. happy – happiness (abstract noun) weak-weakness, forgetful-forgetfulness. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify language features of a discussion text. To identify related points for and against in a discussion text. To identify the use of connectives in a discussion text. To distinguish between statements of fact and opinion and identify why they have been used. To read, retrieve and record information from non-fiction to research the issue of debate. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To listen to oral debates, picking out key points being made. To speak in role as part of a debate, thinking about the issues that would affect their character. To use the correct level of formal language, related to the character being portrayed. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with silent letters (e.g. doubt, island, lamb, perceive, thistle, knight). To spell words where an adjective has been converted into a noun by adding the suffix ‘-ness’ e.g. happy – happiness (abstract noun) <p>Writing – Composition</p> <ul style="list-style-type: none"> To precise longer passages by taking notes on key points. 		<p>Text Type: Discussion</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Question for a title Simple present tense Formal language Introduction explaining why the issue is being debated Balanced argument presented (until the conclusion) Generalisation through uncountable noun phrases (some people, most dogs) and nouns that categorise (vehicles) Contrasting connectives (however, on the other hand, although, alternatively, despite) Additional connectives (for example, furthermore, moreover) Causal connectives (because, therefore, consequently) 	

<ul style="list-style-type: none"> To plan a discussion text by organising research into main points, evidence and elaborations. To write the introduction and the paragraph 'for' the issue of debate. To edit and improve writing, focusing on use of connectives to expand upon a point. To write the paragraph 'against' the issue of debate and a conclusion that reveals the author's opinion. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use contrasting connectives to argue a point made or state an alternative point of view. To use additional connectives to expand upon points made in the paragraph. To use causal connectives to link cause and effect. (<i>School hours may be lengthened by up to 2 hours a day, <u>consequently</u> this will affect the time allocated for marking work at the end of the day.</i>) To use formal language. 	<ul style="list-style-type: none"> Generic statements followed by specific examples '<i>Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that...</i>' Arguments for and against PEE structure to paragraphs – point, evidence/examples, elaborate/explain Conclusion to summarise, show author's point of view, give a recommendation
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<h2>Maths</h2>	
<p>Number: 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 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 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Multiply 4-digits by 1-digit Multiply 2-digits Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits Divide 4-digits by 1-digit Divide with remainders</p>
<p>Number: Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number 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 add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = 71/100] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of 1/3, ⅓. ⅔. 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. 	<p>Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by integers Multiply mixed numbers by integers Fractions of an amount Using fractions as operators</p>
<p>Number: Decimals and Percentages</p>	<p>Decimals up to 2 d.p.</p>

<ul style="list-style-type: none"> • read and write decimal numbers as fractions [for example, $0.71 = 71/100$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal 	Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent fractions, decimals and percentages
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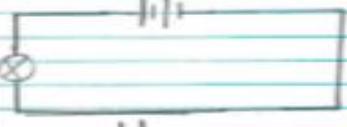
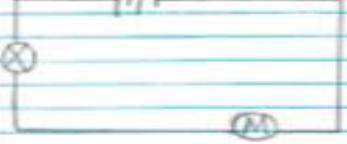
Science – Electricity

<p>Working Scientifically This topic lends itself to:</p> <ul style="list-style-type: none"> • 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 presentation. <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>

NC Statement	Aims	Activity Suggestions
<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Progression: Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.</p> <p>They should learn how to represent a simple circuit in a diagram using recognised symbols.</p> <p>Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or</p>	<p>Practically recap how to make a circuit and ask children how we could make the light/sound stronger – introduce voltage.</p> <p>Children could receive a letter from HOS to say that the staff can't hear the bell when it rings in the playground or a similar scenario. Children need to come up with ideas of how to solve this problem.</p> <p>Make a simple circuit using 2 or more cells to come up with a solution to the problem.</p> <p>Children can present final solution. They could draw diagrams using appropriate symbols. Give the diagram to another group for them to build the circuit. They could write explanations/ explanation text.</p>

some other useful circuit.

You need a circuit to work it!

Circuit Diagram	What I notice
	The lamp is ^{quite} bright. I used a cell that it is 1.5v and a lamp joint with crocodile clips
	I added an extra cell so I've got 3v with a lamp. The lamp went really bright with a larger amount of voltage
	I added a motor to the circuit and the lamp went dimmer where the power was also going to the motor as well as the lamp.
	I added a buzzer and a switch and tried turning it on and off (opening and closing) and the buzzer worked when the switch was closed.

The larger the voltage the brighter the bulb.

Forces

Working Scientifically

This topic lends itself to:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- 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

Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

NC Statement	Aims	Activity Suggestions
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	They should experience forces that make things begin to move, get faster or slow down.	Gravity Carousel: Children should put a splotch of runny paint at the top of a piece of paper attached to an upright easel or taped to the wall. Ask: what do you notice about the direction in which the paint drips? What happens if you turn the paper? Why? Secure the lid on a large pop bottle half filled with coloured water and invite children to try tipping and tilting the bottle in different directions. Ask: What do you notice about the water level? Attempt a hand stand/cartwheel. Ask: What happens to your hair when you are upside down / when you stand up again? Why does your hair do this?

Challenge children to jump for as long as they can without holding onto anything. Ask: Can you stay in the air for longer than 2 / 5 seconds? Why?

Try to throw a ball in the air for longer than 10 seconds. What happens? What is the longest amount of time you can keep the ball in the air for?

Designing a parachute – See Hamilton Trust – May the Forces be with you

<https://www.hamilton-trust.org.uk/science/year-5-science/forces-may-forces-be-you/>

Investigate:

What makes a good parachute?

What parachute design features maximise air resistance?

How does the shape and size of a parachute affect air resistance?

Link to reusing plastic bags.

Challenge children to plan an enquiry to find out which surfaces involve the most friction. Could use Newton metres to measure forces or tip a ramp to find the angle at which a shoe would move.

Which surface gives the best friction?

Aim
My aim is to find out which surface gives the best friction.

Prediction
I predict that the carpet will give the best friction.
I think this because the Carpet looks rough and it can hold the grip of the slippery shoe.

Method

- In this investigation I will be changing the surface of a ramp to see how it affects friction.
- I will use carpet, lino, wood, corrugated card and a bin bag.
- I will be measuring the angle of the ramp.

I will keep the shoe same.

Diagram

Results

Surface	Angle 1	Angle 2	Angle 3
Wood	35°	30°	30°
Carpet	48°	40°	45°
Lino	42°	43°	41°
Bin Bag	30°	37°	29°
Corrugated	41°	40°	43°

Biggest →

Surface	Average
Carpet	44°
Lino	42°
Corrugated	41°
Wood	33°
Bin Bag	32°

Smallest →

Conclusion
I have found out that Carpet had the biggest friction and the Bin bag had the smallest friction.

Biggest
↑
Carpet
Lino
Wood
↓
Bin bag

My prediction was right because I predicted carpet would have the largest friction and the carpet had the hold of the grip of the shoe so the carpet was the best surface.

I think the bin bag had the smallest friction because it was slippery and you could easily slide through the surface. The bin bag cannot get the hold of the grip of the shoe which tells me that it isn't suitable for slippery shoes.

The surfaces reacted differently to the shoe. I think this is because the material was different and the roughness and the softness of the surface must be different.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Describe the effects of simple forces that involve contact (air and water resistance, friction), that act at a distance (magnetic forces, including those between like and unlike magnetic poles), and gravity.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Mind map any machines that the children already know – washing machines, lifts etc.

Table top seesaws

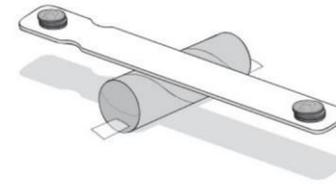
Making a table top seesaw is quick and easy. Below is one simple suggestion, but you may wish to use a different fulcrum (e.g. a cotton reel). **If you are using heavier loads, ensure you use more solid materials.**

You will need

Wood (equal size, cut to be the platforms)
Tape
Toilet-roll tube

Build your seesaw

Tape the toilet-roll tube to the table as shown.
This is your **fulcrum**, the point where your platform rests.
Balance your seesaw platform on top.



You can use different materials for the platform or for the fulcrum, but you should ensure that these match across all of your seesaws to ensure fairness. Cotton reels, steel tubes, and off-cut planks could all be used to replace these materials to produce a more solid lever.

Pulley investigation

Encourage chn to make both types of pulley then text them out with a range of weights to see which can lift heavier weights easier.

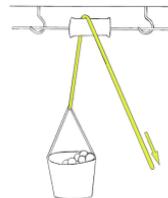
Instructions for making a fixed pulley

You will need:

Knitting needle or length of dowelling
Cotton reel
Length of string
Small container/bucket to hold load
2 hooks
Length of 10mm wood
Load, e.g. marbles, wooden bricks

Method:

1. Fix hooks into length of wood and place wood across a gap between two tables
2. Push dowelling or knitting needle through the cotton reel and place onto hooks
3. Place load in container and lift
3. Tie the string to handle of container and run over the cotton reel
4. Pull on string to lift the load



Instructions for making a block and tackle pulley

You will need:

4 cotton reels
1 hook
Length of 10mm wood
Length of string
Scissors
Small container/bucket to hold load
Load, e.g. marbles, wooden bricks
Force meter

Method:

1. Fix hook into length of wood and place wood across gap between two tables
2. Tape two cotton reels together and thread string through them, knotting them in place. Tie to the hook (block)
3. Place the load in container and lift
4. Tape together two more cotton reels and thread string through them, knotting them in place. Tie to container (tackle)
5. Tie a third piece of string to the hook and wrap it round the cotton reels as shown in the diagram
6. Pull the string to lift the load
7. Compare the force needed with that in point 3, using a force meter.



Discuss with chn whether it was easier or harder to lift the load using the pulleys. Which is better for lifting loads – the fixed pulley or the block and tackle? Which pulley system do they think they would like to recommend to the recovery team and why? What do they think would happen if you added more cotton reels? Try this out and see if it changes their recommendations.

Computing – Google site

Awareness: That we can create content to publish on the World Wide Web

NOTE: Teachers need to refer to the NOS resources on Managing Online Information – Play the introductory video

Skills:

- To understand that information can be organised and presented on our website.
- To insert text and relevant images onto a page.
- To create and organise content into relevant tabs

- To use hyperlinks to navigate around a site.
- To plan and design my own informative website.
- To modify my folder structure to organise this year's work

Evaluating: Have I included relevant information? Is my app easy to navigate and well organised?

Outcome: To publish a website about a given topic

Online Safety: Online Reputation

Computing- Sphero Edu

Awareness: That code can be used to complete repetitive tasks, that code should be readable

Skills:

- To be able to save and run code
- To write a 'repeat loop' code to get around a maze efficiently
- To create a variable and use simple operators (collision and falling score count)
- To programme a device to respond to environmental events (collision, landing, freefall)
- To use condition statements i.e. if and else codes
- To code Sphero to complete a maze and perform actions at various stations

Evaluation: Can I compare my knowledge of scratch to a new language?

Outcome: Create a programme for Sphero to complete a maze and perform actions at various stations

Online Safety: Online Bullying

PSHCE – Looking after myself

Physical and Mental Wellbeing

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- What constitutes a healthy diet (including understanding calories and other nutritional content).
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Values

Innovation – design a sustainable travel solution

Determination – how do I show self-determination

British Values

Individual liberty – body image and the media

History - Benin Bronzes - Should the Benin Bronzes be returned?

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms ('empire', 'civilisation', 'parliament' and 'peasantry').
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300.

Music – African Songs – 9000 days

- Children to sing a collection of African songs and understand beat and context
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

PE

Gymnastics

- Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances
- Jump along, over and off apparatus of varying height with control in the air and on landing
- Perform balances with control, showing good body tension
- Mirror and match partner's balance i.e. making same shape on a different level or in a different place
- Explore symmetrical and asymmetrical balances on own and with a partner
- Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)
- Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus

Perform group balances at the beginning, middle or end of a sequence, considering how to move in and out of these balances with fluency and control.

Basketball

- To develop their ability to be able to know what their next move will be before receiving a pass.
- To learn shooting techniques developed from netball but may now use the backboard.
- To master marking and evasion techniques used in other sports.
- To develop awareness of opposition players so as to intercept passes.
- To be able to react quickly from an attacking position to a defensive position.
- To learn to win the ball back without being too close to the opposition player.

Football

- To develop their ability to be able to know what their next move will be before receiving a pass.
- To master evading defenders through dribbling and passing.
- To develop communication as a team to mark opposition players.
- To begin to learn how to attack from a corner or free kick.
- To learn how to defend from a corner or free kick understanding the concept of 'goal-side'.
- To play competitive games having clear knowledge of the rules of the game.

Hockey

- To develop their ability to be able to know what their next move will be before receiving a pass.
- To learn to use one side of the hockey stick to pass, shoot and control the ball.
- To develop ways to change the stick to control the ball on the one side of the stick.
- To shoot with increasing accuracy.
- To pass with accuracy to players who have space to receive a pass.
- To pass in attacking ways so as to create a shooting opportunity for their partner.
- To develop safe tackling techniques that do not swing a stick widely.

French

Language angels - Verbs and Grammar

Children should

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

RE

From the RBG agreed syllabus

- Peace
- Christianity unit 7 – Who was Jesus?

Year 5– Summer Term

English

Handwriting

Handwriting and presentation Pupils should be taught to:

- 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.

Key Outcomes: Instructional Texts

ICT Instructions on how to ... - mini class books
ICT – use Book Creator on iPads

Texts: Instructional texts

Cross-Curricular Links:

Publish using ICT

Timescale:

2 weeks

Reading – Word Reading

- To read and identify words with the suffixes –cial and –tial and identify exceptions to the rules.
- To read words from the Year 5/6 word list.
- To use a dictionary to investigate the meaning of words from the Year 5/6 word list.

Reading – Comprehension

- To identify the language within instructions that ensure they are precise and specific.
- To identify the language features of instructional texts.
- To identify the purpose and evaluate the effectiveness of a set of instructions.

Spoken Language & Listening

- To give oral instructions to a partner, focusing on use of imperative commands.

Writing – Transcription

- To apply knowledge of root words to use the suffixes –cious and –tious.
- To apply spelling rules when adding the suffixes –cial and –tial and learn exceptions to the rules.
- To correctly spell words from the Year 5/6 word list.

Writing – Composition

- To plan a clear sequence of instructions.
- To write an instructional text, focusing on adverbial phrases.
- To write a persuasive opening paragraph to a set of instructions to appeal to the reader.
- To publish instructional writing using iBook.
- To edit and improve instructions, adding captions to diagrams (print screen images) using text boxes and arrows.

Grammar & Punctuation

- To identify the use of adverbial phrases and commas to separate the phrase from the command statement.
- To use modal verbs in instructional sentences.
- To write additional information in brackets.
 - To use conditional openers for additional information
 - **To punctuate notes using bullet points consistently.**

Text Type: Instructions

Success Criteria:

- Subheadings
- Imperative verbs after the adverbial phrase
- Adverbial phrases to open each instruction (how, when or where – fronted adverbials)
- Use of comma to separate the adverbial phrase from the command statement
- Use of single adverbs before or after the imperative verb to add to the exaggeration
- Negative commands (Do not...)
- Modal verbs
- precise technical vocabulary
- temporal connectives (could be used as openers)
- **Additional advice given in brackets**
- **Conditionals – if, as soon as, in case, unless. *If you would like a larger cake, double the quantities.* (conditionals also have a modal verb)**
- **Persuasive opening paragraph to appeal to the reader (Have you ever wanted to make...? You will enjoy this...)**
- **Final paragraph that appeals to the reader (Now you have your very own...)**
Diagrams if necessary

Key Outcomes:

Explanation Text – Linked to Science/Eco

Texts:

Children’s science books and texts (including online)
Examples of explanation texts

Cross-Curricular Links: Science & PSHE

Timescale:

3 weeks

Reading – Word Reading

- To read homophones such as: bridal, bridle, cereal, serial, compliment, complement and learn the meaning of each spelling.
- To use a dictionary to investigate the meaning of words from the Year 5/6 word list and lexical vocabulary related to rivers.

Reading – Comprehension

Text Type: Instructions

Success Criteria:

- Simple present tense
- Title often a question

<ul style="list-style-type: none"> To identify the structural features of a range of scientific explanation texts. To evaluate the effectiveness of different explanation texts and explain why the writer has chosen to organise the text in a certain way. To efficiently use the index, contents, glossary, skimming and scanning techniques to find literal information quickly. To deduce and infer information about a scientific process by interpreting information in a scientific diagram. To identify the clause which is the 'cause' and the clause which is the 'effect' and the causal connective used to join the clauses. To identify the use of temporal, illustrating and causal connectives to logically sequence sentences within a paragraph <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To explain concepts clearly and concisely using the correct scientific vocabulary and precise language. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell homophones such as: bridal, bridle, cereal, serial, compliment, complement. To correctly spell lexical vocabulary and write a glossary of scientific terms. To correctly spell words from the Year 5/6 word list. <p>Writing – Composition</p> <ul style="list-style-type: none"> To take notes and gather photos, data and scientific research. To organise information (notes) about the change of rivers over time onto a flow diagram. To organise information into an introduction, main headings, sub-headings and paragraphs, linking points and moving from general to specific information. To include annotated diagrams/photos and captions. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To be able to construct complex sentences with 'cause' and 'effect' clauses joined by causal connectives. To use the passive voice to create a formal tone. To illustrate a point using illustrating connectives. To use brackets to explain technical/lexical vocabulary. 	<ul style="list-style-type: none"> Introduction states the topic being explained Process explained in a logical order Linked main & sub-headings – moving from general information to more specific Causal connectives (e.g. because, so, therefore, consequently) Temporal connectives and adverbial phrases used as openers Illustrating connectives (e.g. for instance, as revealed by, such as) Direct address to the reader (You'll be surprised to know that... Have you ever thought about...) Additional information/interesting facts, e.g. data/statistics about rivers Diagram, flow chart, text box, photos, captions where necessary Technical language Brackets used to define/explain technical language e.g. sediment (fine rock particles) Passive voice Impersonal voice Conclusion summarises main points
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<p>Key Outcomes: Write my own chapter narrative Recount Diary Entry</p>	<p>Texts: Street Child' – Berlie Doherty - Recount</p>	<p>Cross-Curricular Links:</p>	<p>Timescale: 1 week</p>
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<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with the 'l' sound spelt ei after c. (<i>deceive, receive, perceive, ceiling</i>) <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To use inference skills to make predictions from the front cover and blurb. To use skimming and scanning skills to locate information from a variety of sources to research street children in the Victorian times. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To speak audibly and fluently and maintain the interest of the audience when presenting findings from research. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the 'l' sound spelt ei after c. <p>Writing – Composition</p> <ul style="list-style-type: none"> To organise notes about street children in the Victorian times using sub-headings. To write a diary entry from the perspective of Jim, focusing on a varying sentence length. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use create complex sentences using subordinating connectives. To write complex sentences by adding a relative clause. To use a variety of sentence lengths, including short sentences to emphasise a point/emotion. To use rhetorical questions to address the reader. 	<p>Text Type: Recount – Diary Entry</p> <ul style="list-style-type: none"> Orientation paragraph to set the scene and the mood Final paragraph to summarise and suggest future actions Temporal connectives and adverbial phrases related to time to sequence Past tense First person Use of personal language Emotive language Subordinate clauses using subordinating connectives (because, when, since, although, if, as soon as, wherever, where) Creating complex sentences using relative clauses beginning with: who, which, where, when, whose, that Short sentences Rhetorical questions to address the reader. <i>Can you guess what happened next?</i> Exclamative sentences with exclamation marks. <i>Today was awful!</i>
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<p>Key Outcomes: Non-Chronological Report</p>	<p>Texts: ‘Street Child’ – Berlie Doherty – Non-chronological report Information texts on workhouses</p> <p style="text-align: center;">Example non-chronological reports</p>	<p>Cross-Curricular Links:</p>	<p>Timescale: 1 week</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words where a noun has been converted into a verb by adding the suffixes –ate, -ise, -ify (e.g. <i>punctuation – punctuate, advertisement – advertise, magnet – magnify</i>). To identify which words are nouns and which are verbs. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the structure of non-chronological reports, including organisational devices and connectives/phrases that on elaborate topic sentences. To identify words and phrases which add precision to descriptions and then explain the effect this has on the reader. To identify the use of words that generalise and language of comparison in non-chronological reports. To develop skimming and scanning skills to retrieve information about workhouses from non-fiction. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To speak audibly and fluently to present research. To orally rehearse changing sentences in the active voice to the passive voice. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words where a noun has been converted into a verb by adding the suffixes –ate, -ise, -ify. <p>Writing – Composition</p> <ul style="list-style-type: none"> To create notes based on reading and research. To plan and organise paragraphs around logical themes using sub-headings. To write an orientation paragraph. To organise points within paragraphs from general to specific, by elaborating and giving examples. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use expanded noun phrases to create factual descriptions. To use brackets to define technical vocabulary of give technical name or further explain. To know the difference between the passive and active voice and to write in the passive voice to aid formality. 		<p>Text Type: Non-chronological report</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Third person Present tense Technical vocabulary Passive voice Orientation paragraph with interesting facts to capture interest Paragraphs organised around themes with sub-headings Causal connectives Points move from general to specific Brackets to define technical language or give further information e.g. workhouse (colloquially known as a spike) Words that generalise e.g. some, most, usually Expanded noun phrases for factual descriptions using adjectives and prepositions e.g. solid oak bench in the main hall Language of comparison and contrast e.g. unlike..., like other workplaces... etc Address reader with direct questions 'Have you ever wondered why...?' 	
<p>Key Outcomes: Narrative</p> <p>Write an extra chapter by creating an event that happens in the workhouse, in the style of Charles Dickens</p>	<p>Texts: Street Child’ – Berlie Doherty – Narrative Oliver Twist – Charles Dickens</p>	<p>Cross-Curricular Links:</p>	<p>Timescale: 2 weeks</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read homophones and other words that are often confused (e.g. <i>descent/dissent, desert/dessert, draft/draught</i>). To read Year 5 common exception words and use a dictionary to investigate their meaning. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the use of expanded noun phrases and descriptive language to describe the workhouse and identify the intended effect on the reader. To infer information about characters in the workhouse, based on evidence from the text and identify the atmosphere created. To compare and contrast descriptions from modern and classic fiction To identify the use of complex punctuation in Charles Dickens’ writing, such as brackets and dashes for parenthesis and semi-colons in complex lists. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To participate in role play to explore the setting of the workhouse. To give oral descriptions in role of what they see and how they feel. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To correctly spell homophones and other words that are often confused. To spell Year 5 common exception words and use a dictionary to investigate their meaning. 		<p>Text Type Narrative</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Past tense 3rd person powerful adjectives & expanded noun phrases to describe scene characterisation through the use of commas and semi-colons to create a list within a list (style of Charles Dickens) use of brackets and dashes for parenthesis (additional details about the subject of the sentence) powerful verbs and adverbial phrases to give details about the main characters 	

<p>Writing – Composition</p> <ul style="list-style-type: none"> To generate vocabulary to describe the workhouse, using visual stimulus. (video clip from ‘Oliver Twist’) To write the opening to a chapter, focusing on descriptive language to set the scene. To continue a chapter, using characterisation to add to the atmosphere and intended effect on the reader. To edit and improve writing by making changes to sentence structure and punctuation to enhance effects or clarify meaning. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use brackets and dashes for parenthesis. To use commas in lists and semi-colons to separate complex lists when describing characters and the setting. 	<ul style="list-style-type: none"> variety of sentence lengths
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<p>Key Outcomes: ‘Street Child’ – Berlie Doherty – Biography (recount)</p> <p>Biography based on Jim</p>	<p>Texts: Street Child – Berlie Doherty</p> <p>Example biographies including biography on Dr Barnardo</p>	<p>Cross-Curricular Links:</p>	<p>Timescale: 2 weeks</p>
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<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To add the prefixes dis-, de-, mis-, over- and re- to verbs and investigate how the meaning of the root word changes. To read Year 5 common exception words and use a dictionary to investigate their meaning. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the cohesive devices used to structure a biographical text. To identify author’s choice of language and its effect on the reader. To identify sentence structures within a biographical text to add additional information about the subject. To identify additional details and anecdotes used to interest the reader and make inferences on what this reveals about the subject of the biography. To use freeze frames identify 5 key events in Jim’s life in chronological order. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally re-tell a significant anecdote in Jim’s life. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To correctly spell verbs with the added prefixes dis-, de-, mis-, over- and re-. To spell Year 5 common exception words and use a dictionary to investigate their meaning. <p>Writing – Composition</p> <ul style="list-style-type: none"> To write an anecdote in 3rd person using formal language (incidental writing). To plan a biography of Jim Jarvis based around 5 key events. To write the beginning of Jim’s biography with a focus on brackets for extra information. To write the key events of Jim’s life in the biography focusing on temporal connectives and adverbial phrases to sequence events. To write the concluding paragraph to summarise and refer to present times. To edit and improve writing, focusing on use of commas to clarify meaning in a sentence. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use commas to clarify meaning or avoid ambiguity. To use brackets for parenthesis to add extra information. 	<p>Biography (recount)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> 3rd person Anecdotes and detail to interest the reader Chronological order Past tense Important dates Temporal connectives Reported speech Expanded noun phrases Emotive language Adverbial phrases Brackets to add extra information Lexical vocabulary linked to the Victorian era Formal language Commas to clarify meaning and avoid ambiguity by clearly demarcating clauses in a sentence Conclusion in <u>past tense</u> to summarise Jim’s life and <u>present tense</u> explain his influence on Dr Barnardo and the work the charity does today
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Maths		
Number: Decimals <ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, 0.71 = 100 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places 		Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimals places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1000 Dividing decimals by 10, 100 and 1000
Geometry: Properties of Shape <ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 		Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in a shape Regular and irregular polygons Reasoning about 3-D shapes
Geometry: Position and Direction <ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 		Position in the first quadrant Reflection Reflection with coordinates Translation Translation with coordinates
Measurement: Converting units <ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Solve problems involving converting between units of time. 		Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of time Timetables
Measurement: Volume <ul style="list-style-type: none"> estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 		What is volume? Compare volume Estimate volume Estimate capacity
Science – Living things and Habitats		
Working Scientifically This topic lends itself to: <ul style="list-style-type: none"> 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 <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>		
NC Statement	Aims	Activity Suggestions

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

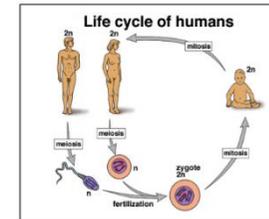
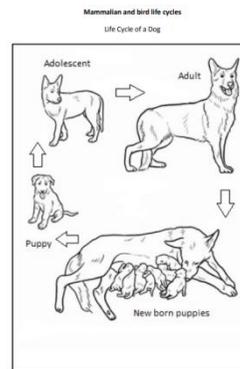
[Horse giving birth](http://www.bbc.co.uk) from www.bbc.co.uk
[Human reproduction](http://www.bbc.co.uk) from www.bbc.co.uk
[Reproduction \(from 3min 16\)](http://www.bbc.co.uk) from www.bbc.co.uk
[Life of birds – egg laying](http://www.bbc.co.uk) from www.bbc.co.uk
[Chicks hatched and raised online](http://www.relaxedfarming.co.uk) from www.relaxedfarming.co.uk
<https://www.hamilton-trust.org.uk/science/year-5-science/living-things-and-their-habitats-art-living/>

Match animals to their young:

Matching mammals and young

	Badger	Cub
	Deer	Fawn
	Fox	Cub Kit Pup
	Hare	Leveret

Research, draw and label the life cycle of an animal/human



Compare and describe the differences in lifecycles of a mammal, an amphibian, an insect and a bird.

Research an animal behaviourist and find out about their work.

Identify a local mammal and bird species and research their life cycles online.

Draw and annotate a life cycle zoological illustration for both mammal and bird lifecycles.

Use watercolour pencils to create texture and colour in their drawing.

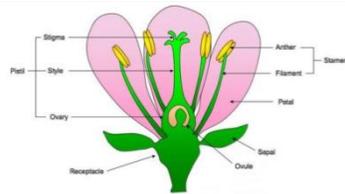
Investigation - analysing secondary sources

Research and sketch mammalian and bird life cycles for comparison.

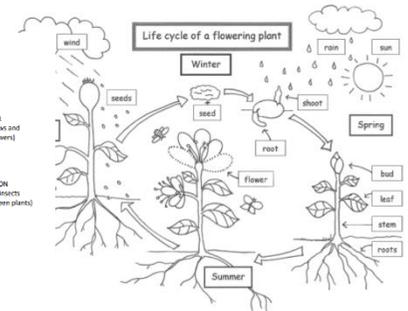
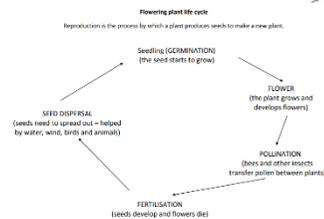
Describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.

Label a plant using scientific vocabulary and explain what each part is for.



The **stamen** consists of the anther and the filament.
 The **carpel** consists of the stigma, style and ovary. The pistil is a fused group of carpels.
 The **receptacle** is a thickened part of the stem from which the flower organs grow.



Create a life cycle of a flowering plant.

Children could choose a local plant a plant in a different environment to create a life cycle of. They could then compare the two.

Children could compare their plant life cycles with animal life cycles.

Children could ask and answer questions based on their similarities and differences.

Science - Animals including Humans

NC Statement

Aims

Activity Suggestions

Working Scientifically

This topic lends itself to:

- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- 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
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Children could create a detailed timeline of a known/ unknown adult in their life describing changes in their growth and development.

Learn about the fertilisation in animals and how an embryo grows.

Create a table with 2 columns 'Mammal' and 'Gestation period (days)' and fill in to show how long it takes a mammal embryo to grow. This could be put into a graph. They could then analyse the data shown.

Learn about how the growth of a child and baby is measured by measuring its weight and height. Present children with a table which details the weight and height of a baby at each month since birth. Children could use this to create 2 line graphs and analyse.

Test eye and hand coordination in pairs – one person holds up a ruler vertically with the beginning of the scale at the bottom. The other holds out their hand beneath the ruler making a gap between their thumb and first finger for the ruler to fall through. Have to catch ruler between thumb and finger - measure time to react by measuring how much of the scale has fallen between the thumb and first finger.

Computing – Pages, Book Creator

Awareness: That multimedia texts can be created for iPad

Skills:

- To plan an interactive iBook
- To compose and insert text into an iBook
- To find appropriate copyright-free images to use in my iBook

- To create interactive elements, i.e. video or keynote slides
- To check content works in both orientations
- To export final iBook and view on iPad

Evaluation: Can I use editing skills effectively to proof my book?

Outcome: Create an interactive 'iBook' for iPad

Online Safety: Privacy and Security

Computing – Lego WeDo, Scratch

Awareness: That we can program a robot using different coding languages

Skills:

- To build a more complex robot with multiple sensors
- To use Scratch to make a robot move
- To generate an action in response to a sensor using Scratch
- To design an interface using Scratch to control a robot
- To code an interface and controls to make a robot move
- To test and evaluate the control system

Evaluation: Can I combine two software interfaces and make them work together?

Outcome: To create a 'remote control' in scratch for controlling a robot

Online Safety: Copywrite and Ownership

PHSE – No Pressure

Drugs

- Peer Pressures (Gangs / Grooming)
- Cannabis (Law and Health/ Mental Health)
- VSA Getting Help

SRE

- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- How information and data is shared and used online.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

Physical and Mental Wellbeing

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle. (see SRE plan)(FGM, self-image, body-image)

Values

Collaboration – set project to work collaboratively within the community

Integrity – explore the notion of learning from mistakes

British Values

Mutual respect –challenging discrimination

Geography – Geography and Orienteering Skills - Explorers

- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- have knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Possible activities

Design an orientteering course

Virtual orientteering

Use of google earth pin point locations – develop understanding of longitude and latitude

Art -Painting and Painters

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- To create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history
- Focus on Cezanne, Davinci, Dali – make comparisons and study techniques

Music – Producing – (Eco Link and Science) – Eco songs

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

PE

Cricket

- To demonstrate suitable shot selections to avoid being caught.
- To master movement to catch a ball in the air.
- To learn to bat in a pair, running between two wickets.
- To learn to bowl with a short run up to develop power.
- To play competitive games in and out of school.

Tennis

- To master returning the ball with suitable power over a net.
- To strike the ball with accuracy and control.
- To react to a shot and move to return it.
- To develop new shots such as back spin and back hand shots.
- To learn to serve with an over hand action.

Outdoor and Adventurous Activities
See CAAPS scheme of work for Year 5

Athletics

- Sustain pace over longer distance – over 2 minutes
- Perform relay change-overs with the recipient looking at the baton holder.
- Critique performance to influence improvements
- Perform a range of warm-up exercises specific to running for short and longer distances
- Throw with greater accuracy, control and efficiency of movement using an appropriate technique for the equipment, showing awareness of safety for retrieval of the equipment.
- To develop running at speed over obstacles using agility and co-ordination for competition.

DT - Textiles – Utility Bag (Outdoor Learning Link)

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Create ICT link and use robot to test an aspect of the bag.

RE – RBG schemes of work

Judaism 1 – Shabbat

Judaism 2 – Festivals in the Jewish Year