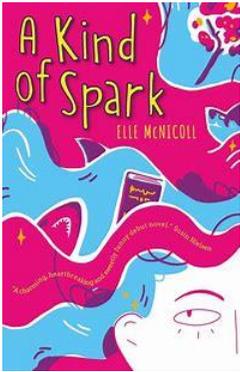




English	Topic	Maths
<p>Written Texts:</p> <ul style="list-style-type: none"> • Haiku, Senryu and Renga poems; • Narrative – Adventure Stories. <p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Revision of word classes; • Revision of sentence types; • Basic sentence punctuation; • Expanded noun phrases; • Similes and metaphors; • Direct speech punctuation. <p>Spelling</p> <ul style="list-style-type: none"> • Strategies for learning words, including: Pyramid words; Trace, copy and replicate; Look, say, cover, write, check; Drawing around the word to show the shape; Drawing an image around the word; Words without vowels • Common Exception Words • 'ough' words • -ible and -able suffixes • Revision of silent letter words • Revision of homophones 	<p>Mountains</p>  <p>Class Book</p> 	<p>This half term we are studying Place Value and Addition and Subtraction. We will be recapping learning from previous years and building on this following these small steps</p> <ul style="list-style-type: none"> • Roman Numerals to 1,000 • Place value up to and including 1,000,000 • Powers of 10 • Partitioning numbers to 1,000,000 • Number lines to 1,000,000 • Comparing and Ordering numbers to 1,000,000 • Rounding numbers withing 1,000,000 to the nearest 10, 100 or 1,000 • Recap mental strategies for addition and subtraction • Add and subtract whole numbers with more than 4 digits • Using rounding to check answers • Use inverse operations (add & subtract) to check answers • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers from calculations
<p>Science Properties of Materials</p> <p>We are looking at the properties of materials this half term, including planning and carrying out investigations to test materials for properties. We will discuss why we use different materials in real life. Pupils should be taught to:</p>	<p>RE Creation and Science: conflicting or complementary?</p> <p>We will be exploring how some Christians view the creation story (Genesis 1) and how it can be interpreted. We will begin to understand why many Christians believe science and faith go together.</p>	<p>PHSE Me & My School</p> <p>We will be spending time this half-term discussing:</p> <ul style="list-style-type: none"> • What makes us unique and recognising our worth as individuals • Setting ourselves personal goals and planning how we can work towards achieving them.

<ul style="list-style-type: none"> • define the different properties of materials • compare and group together everyday materials based on their properties • plan a scientific investigation to investigate the insulating properties of a range of materials • carry out a scientific investigation to investigate the insulating properties of a range of materials • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating • Give examples of some reversible and irreversible changes 	<p>By the end of this unit, pupils are expected to know that:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	<ul style="list-style-type: none"> • Democracy and understanding how decisions are made within the government, for example, through voting. • How the school council works, the contributions we have made to the school, the qualities a school council representative needs and voting in new school council representatives.
<p style="text-align: center;">Computing Systems and Networks: Sharing Information</p> <p>We will learn:</p> <ul style="list-style-type: none"> • To explain that computers can be connected to form systems; • To recognise the role of computer systems in our lives; • To identify how to use a search engine; • To describe how search engines select results; • To explain how search results are ranked • To recognise why the order of results is important, and to whom. 	<p style="text-align: center;">PE Athletics</p> <p>We are working on a variety of techniques to improve our athletic abilities. Pupils will be taught:</p> <ul style="list-style-type: none"> • To be able to apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To develop technique and co-ordination in the triple jump. • To develop throwing with force for longer distances. • To develop throwing with greater control and technique. <p style="text-align: center;">Fitness</p> <p>We are working on a variety of techniques to improve our fitness. Pupils will be taught to:</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination through skipping. • To perform actions that develop agility. • To develop control whilst balancing. 	<p style="text-align: center;">Topic Mountains</p> <p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • Describe what a mountain is and locate the world's 'Seven Summits' on a map. • Describe the key features of mountains and how they are formed. • Describe the climate of the mountains and explore mountain life. • Explore and locate the UK's highest mountains. • Recognise the importance of the Himalayas for people living in the region. • Share their knowledge about a world-famous mountain or mountainous region.

ART

Typography and Maps

Children are introduced to typography design and they explore how they can create their own fonts and designs. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories.

By the end of the unit children will know:

- That when designers work with fonts and layout it is called Typography.
- That we can use the way words look to help us communicate ideas and emotions.
- That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

Spanish

Los Instrumentos (Instruments)

In this unit the children will learn how to:

- Name ten instruments in Spanish
- Match all the new Spanish words to the appropriate picture
- Remember the words for at least five instruments and their correct gender in Spanish, unaided
- To say that they play an instrument, of their choice correctly in Spanish

Fonetica (Spanish Phonics)

In this lesson the children will learn how to:

- say sound 6 and 7 (CA/CE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish

Music

Year 5 will be exploring time signatures and performing together by learning:

- To perform rhythms accurately and in time as an ensemble
- To perform a canon
- To identify note values and follow rhythmic notation.