

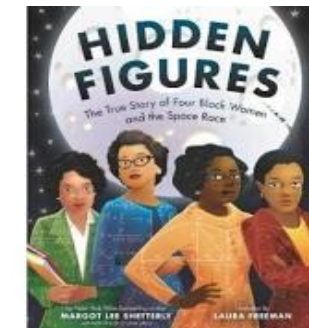
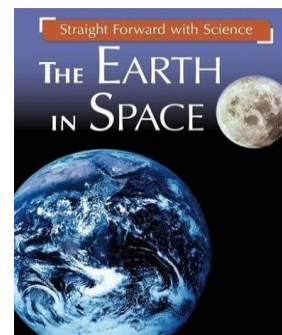
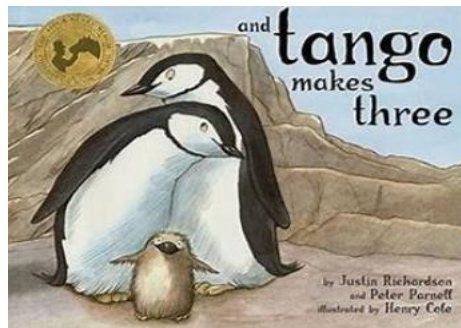
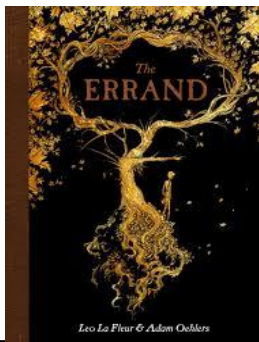


## YEAR 5 / SPRING 1

### TO BOLDLY GO

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

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Focus on explaining what we are learning and what we need to next to improve</p> <p>Learning techniques for remembering more and committing new learning to the long term memory</p> <p>Understanding that progress comes through hard work and progress is relative to starting points</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Supporting children to embrace change and welcome new opportunities, being able to adapt</p> <p>Opportunities to develop ability to manage time and resources effectively</p> <p>Learning the skills needed for safe cycling – Bike-a-bility</p>

<b>LEARNING TO LEARN</b>	<p>Focus of the importance of resourcefulness within our school and everyday life</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Recognising the significant contributions of black women in American space race linked to Hidden Figures text</p> <p>Learning that families come in different forms and the importance of positive relationships fostering security, respect and love (No Outsiders – And Tango Makes 3)</p> <p>Internet Safety - Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online</p>



<b>ENGLISH</b>	<b>READING</b>	To understand how authors affect their readers with intended affects To identify language features - adjectives, consistence present tense, show me - don't tell me, direct and reported speech, short sentences To develop range of vocabulary To know the features and purpose of features of instructional text an their impact on reader To identify and know the difference between formal and informal language
	<b>WRITING</b>	Paragraphs – to include paragraphs and link ideas across paragraphs Punctuation – colons and semi colons, inverted commas, hyphens To write a 3 <sup>rd</sup> person narrative with a cliff hanger To edit and improve own writing To develop fluent handwriting style with correct use of joins
	<b>SPELLING / PHONICS</b>	Learn and remember words from the Year5/6 and 3/4 statutory spelling lists Spell uncommon GPC words including bruise, guarantee, yacht, immediatly, vehicle Revise apostrophes for possession To extend spellings of common homophones including current/currant, source/sauce, levy/levee, gamble/gambol, hoard/horde
	<b>SPOKEN LANGUAGE</b>	Give well-structured explanations Command of Standard English Use appropriate register

<b>MATHS</b>	<p><b>Fractions, Decimals and Percentages</b></p> Compare & order fractions with denominators of same multiple Equivalent fractions Mixed/improper fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by units Solve problems involving fractions Dividing Fractions
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<b>SCIENCE</b>	<p>Ask relevant questions and use different types of enquiry to answer                  Set up practical enquiries, comparative and fair tests                  Careful and systematic observations, measure using a variety of equipment                  Gather, record, classify and present data Report on findings and draw simple conclusions                  Identify similarities and differences</p> <p><b>Earth in Space</b>                  To understand the movement of Earth, sun and moon                  To know how Night and day and seasons occur</p> <p><b>Forces</b>                  To know what a force is and how it can be measured                  To know about air resistance and up thrust                  To know what gravity is and its impact                  To investigate levers gears and pulleys</p>
<b>HISTORY</b>	<p><b>The Ancient Maya</b>                  Gain understanding of the Ancient Maya civilization including how Spanish conquistadors came to discover evidence of its existence. Whilst the Maya remain in some areas around the world to this day, their numbers are significantly fewer than that of the Classic Period (200AD - 900AD).                  Many historians share the view that the Maya civilisation suffered a sharp decline around 900AD, although a common consensus on how and why this happened is not yet known.                  Develop an understanding of Maya culture and traditions, including the importance of religion, sacrifices.                  How advanced the Maya were through their use of early writing (hieroglyphs and codices) and the development of the Maya calendar, which was based on their knowledge of astronomy.</p>

<b>COMPUTING</b>	<p><b>Internet safety objectives:</b>                  To gain a greater understanding of the impact that sharing digital content can have.                  To review sources of support when using technology and children’s responsibility to one another in their online behaviour.                  To know how to maintain secure passwords.                  To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.                  To learn about how to reference sources in their work.                  Concept maps:                  To understand the uses of a concept map and the need for visual representation when generating and discussing complex ideas.                  To understand and use the correct vocabulary when creating a concept map.                  To create a collaborative concept map and present this to an audience.</p>
<b>GEOGRAPHY</b>	<p>HISTORY FOCUS</p>



MFL	<p><b>The theme of this term is sports and opinions</b>                      To use a dictionary to find the meanings of new words and translate words                      To use the verbs jouer and faire in first person present tense and understand which sports they are used with                      To use the preposition and definite article rules when speaking or writing about sports</p>	PHYSICAL EDUCATION	<p>Begin to perform dance actions with control, fluency and expression                      Use technical language to evaluate and analyse the performances of themselves and others                      Begin to choreograph short routines with movement phases and motifs to portray a particular mood or style                      Be able to perform longer routines from memory, adding expression                      Begin to develop and perform routines in particular styles                      Confidently and competently perform steps and phrases and transfer between the styles of dance from different cultures and traditions.</p>
DESIGN TECHNOLOGY	ART FOCUS	ART AND DESIGN	<p>To create a mono-print space background in the style of Georgia O'Keefe.                      To use pens of differing thickness for effect.</p>
MUSIC	<p>THE MINOR SCALE                      Considering the character and the intervals through part singing.                      Introducing compound rhythm patterns                      Exploring how silence is used for effect in music</p>	RELIGIOUS EDUCATION	<p><b>Hinduism</b>                      To know aspects of worship and symbolism and interpret their meanings                      To recount different Hindu stories                      The know the importance of Diwali and Holi in Hinduism and compare to other festivals</p>
PSHE	<p>To explore different families and understand that all families are different-including civil partnerships, divorce, step families                      Managing emotions Identifying positive ways to face new challenges                      Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online                      Establishing clear protocols for online relationships and what to do if these are compromised</p>	ENRICHMENT	<p>Bike-a-bility                      No Outsiders – And Tango Makes Three                      Chinese New Year                      Visit from artist and Sculptor Robert Ward</p>