

English



Reading and writing learning centred around high quality texts:

Text: Floodland

Written outcomes:

- Diary entry of Zoe escaping from Norwich based on the first chapter - informal.
- Letter of advice to Zoe – paternal/maternal/ informal
- Speech as Dooby
- Balanced argument in the form of a monologue
- Reflection on the importance of links with RE/bible
- Newspaper report on the attack – formal style
- Write the sequel/next chapter

Cross curricular:

- Information/explanation text on volcanoes/earthquakes
- Eye-witness account of a natural disaster (informal) followed by a newspaper report (formal)

Grammar and spelling: correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]; Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*]; Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

KS2 Punctuation: inverted commas for speech; punctuation for parenthesis; apostrophe for possession

R.E.

Inspirational People

Know that Jesus has come for everyone. Reflect on how we can join his mission. Understand what it means to be a follower of Jesus. Reflect on what it means for you. Know that the Beatitudes show us the way to live. Think of ways they can help us to be true followers of Jesus. Know why Jesus blessed the pure in heart. Reflect on the presence of God within you and why Jesus blessed the poor in spirit. Reflect on what we can learn from Fr. Arrupe. Know what it means to be a saint and how it could affect your life.

God's Covenants

Understand that actions have consequences. Reflect on some of the consequences of actions. Understand that Mary, our Mother, untangles knots of sin. Reflect on how Mary is always ready to help us. Know about God's love and forgiveness and what this means for us. Understand the meaning of sin. Reflect on how sin hurts us, others and our relationship with God. Know what happens during the Sacrament of Reconciliation. Reflect on how this sacrament helps us. Understand that God is love and is always ready to forgive. Reflect on what it means to experience forgiveness.

Extreme Earth Year 5 Spring term

Welcome to the most extreme...vast wilds, hostile territories, incredibly beautiful yet often deadly. Take shelter from the elements or fall prey to fire and ice. We will research facts and figures of climate, temperature, habitats and eco-systems and discover the dangerous and ferocious world of natural disasters, glimpsing their savage and deadly effects. Witness how our habitat has been shaped by the Earth's breath-taking power. I'm just going outside and may be some time...



Ideas for topic texts to read at home: Everything Volcanoes and Earthquakes, Survivors, Destination Planet Earth, Shackleton's Journey, Race to the Frozen North, Sky Song, The Cold Book, The Polar Bear

Maths

Division with remainders
Problem solving – division with remainders
Equivalent fractions
Converting improper fractions to mixed numbers
Converting mixed numbers to improper fractions
Number sequences
Comparing and ordering fractions
Fractions as division
Adding and subtracting fractions
Adding and subtracting fractions with the same denominator
Problem solving
Multiplying fractions
Calculating fractions of amounts
Using fractions as operators
Problem solving – mixed word problems
Writing decimals
Decimals as fractions
Understanding thousandths
Writing thousandths as decimals
Ordering and comparing decimals
Rounding decimals
Understanding percentages
Percentages as fractions and decimals
Equivalent fractions, decimals and percentages
Adding and subtracting decimals

Computing

- Let's design in 3D
- Building a sustainable house
- Stop! Check!
- Building with scratch

Music

Students will continue to develop skills on their chosen instrument, learning to play more complex rhythm patterns and pieces. They will learn to play note G and C on the flute and C and F on the clarinet and about dotted note values.

Geography

We will use models and diagrams to find out about the Earth's layers. We will use a world map, globe or atlas to identify the locations of volcanoes including the remarkable 'Ring of Fire' & Mount Vesuvius and sketch our own simple maps. We will also discover what causes a volcano to erupt. We will use globes & atlases to find & name both Polar Regions & other significant geographical features of the world. We'll also work in research teams to identify the similarities and differences between the Arctic & Antarctic. We will present our findings both graphically and in writing using appropriate vocabulary.

Art & D.T.

Art: We will discover the beautiful artwork of the Inuit, the Arctic's indigenous people. Find examples of Inuit prints and carvings of birds, sea mammals, polar bears, seals, caribou and wolves. Taking inspiration from their native style, particularly the work of Kenojuak Ashevak make a simple block print, combining two or three colours. Recreate Inuit sculptures using simple carving techniques.



D.T: As part of Earth and Space in Science, construct a working orrery



P.E.

1st half: Rounders & Dance: The Circus
2nd half: Handball & Outdoor Adventure Activities: Communication

Science

Working scientifically in Upper Key Stage 2

Planning enquires. Children should plan different types of enquiry to answer questions.

Identifying variables. Children should recognize and control variables where necessary.

Secondary sources. Children should recognize when secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

Using equipment. They should choose the most appropriate equipment. Children should take measurements, using a range of scientific equipment with increasing accuracy and precision.

Collecting data. They should make their own decisions about what observations to make, what measurements to use, and how long make them for.

Recording. They should choose how to record data. Children should record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms).

Analysing data. Children should use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments.

Making Improvements. They should use their results to identify when further tests and observations might be needed

Spring term topics

Earth and Space:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky

Key scientist: *Nicholaus Copernicus*

Forces:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Key scientist: *Amelia Earhart*

French

Home and family:

Say where and what you live in; name rooms of a house; name some objects in each room; describe where things are in a room; describe rooms.

Out and about:

Name shops on the high street; describe where shops are on the high street; ask for and understand directions; say what the weather is like; describe seasons.

P.S.H.E

- **Health:** Healthy Lifestyles – You Choose!
- **Safety:** Tobacco – Up in Smoke
- **Safety:** Substance Abuse – Let's Be Frank
- **Communication:** Confidentiality – Secret Info
- **Communication:** Listening – I'm All Ears
- **Communication:** Responding – Scenarios
- ***Created to Live in Community:** The Trinity
- ***Created to Live in Community:** Catholic Social Teaching
- ***Created to Live in Community:** Reaching Out