



<p>English</p> <ul style="list-style-type: none"> Our first unit this term in Year 5 will be Old Literature. During this unit, the children will be studying the character of Scrooge and using the text to infer information about his character. They will then be using figurative language to describe a setting within this book. We will also be considering how authors develop characters and settings in books. The children will complete this unit by writing an additional chapter which will include a new ghost. Year 5 will also be studying Film and Play scripts. They will be using 'The Piano' as a stimulus and will explore how music and camera angles are used to entice the audience. They will also look at character development throughout this clip. The children will then write a play script of their own, Our spellings this term will focus on rare GPCs (bruise, yacht, vehicle etc) and <i>ably</i> and <i>ibly</i> endings. The children will also be looking at strategies to learn homophones and will also be learning words from the Year 5 statutory spelling list. The texts we will be looking at this term will include; A Christmas Carol and The Piano. 	<p>Maths</p> <ul style="list-style-type: none"> Number The children will convert negative numbers in context and read Roman numerals to 1000 (M). They will add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places. They will also add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction), We will focus on using estimation and the inverse operation to check answers and determine a degree of accuracy. They will then use all four operations to solve multi-step problems, involving measures. The children will also be working on mental and written multiplication which will involve identifying multiples and factors. Measures Year 5 will use, read and write standard units of length and mass to a degree of accuracy. They will also work on converting between different units of metric measure, e.g.km and m; g and kg. Properties of Shape Within this unit the children will be naming the different types of angles (acute, obtuse and reflex) and will be measuring various angles using a protractor. The children will also be applying their knowledge of angles within a number of problems involving 2D shapes and straight lines. This unit will also include distinguishing between regular and irregular polygons based on the number of sides and angles and the children will 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. 	<p>Science</p> <ul style="list-style-type: none"> Materials and Mixtures We will continue to look at changes of materials and how some changes are reversible and how some result in the formation of new materials and that kind of change is not usually reversible. Forces We will explore how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will also identify the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down) In addition, we will learn to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect and that there are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects. Finally, we will look at how Gravity can act without direct contact between the Earth and an object. 	<p>Computing</p> <p>Programming Children will:-</p> <ul style="list-style-type: none"> Use logical thinking, imagination and creativity to extend a program. Refine a procedure using repeat commands to improve a program Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. Use logical reasoning to detect and debug mistakes in a program. <p>Online Safety Children will -</p> <ul style="list-style-type: none"> Know that anything I post online can be seen, used and may affect others. Discuss the importance of choosing an age-appropriate website or game Explain the importance of communicating kindly and respectfully Explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult <p>Handling Data Children will:-</p> <ul style="list-style-type: none"> Choose an appropriate tool to collect and record data Present data in an appropriate way <p>Multimedia Children will:-</p> <ul style="list-style-type: none"> Use text, photo, sound and video editing tools to refine my work Select, use and combine the appropriate technology tools to create effects that will have an impact on others Use the skills I have already developed to create content using unfamiliar technology 	<p>RE</p> <p><u>Hindu Dharam</u></p> <p>Key Question - What can sacred stories tell us??</p> <ul style="list-style-type: none"> Know that some books are special. Understand that there are different ways for information to be delivered. Know that many Hindu writings are in the form of stories. Why are festivals important? Reflect on a value that is important to them. Consider how they decide what the right thing to do is.
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SPRING TERM – YE OLDEN DAYS

<p>History</p> <ul style="list-style-type: none"> Year 5 will begin their research into the Victorians by placing this era within a period of time. They will also place and order key Victorian dates, showing the passing of time, as well as understanding how these have influenced modern day life. The children will take part in a Victorian Day. Within this day the children will reflect on the attitudes and life of Victorian children, and in particular their school life. Also the children will be looking at different historical sources (primary and secondary) to develop their understanding of the attitudes, beliefs and experiences of Victorian life. This will be completed independently with the use of a variety of sources including; photographs, videos, informative texts, newspapers, diary entries and ICT resources. 	<p>Geography</p> <ul style="list-style-type: none"> The children will develop their atlas skills and use scales and references to show the development of the British Empire within the Victorian era. Year 5 will take part in a field study looking at how the Victorians have influenced the local area. This will involve a detailed analysis of Stanley Park and surrounding areas and will show comparisons of Stanley Park compared to its modern day self. 	<p>Art and Design</p> <ul style="list-style-type: none"> The children will focus on their sketching skills with the development of line and tone to create contrast, tone, texture and definition. This will be applied through still life studies and the sketching of everyday Victorian objects. The children will make observational sketches at various points during our school trip to Stanley Park, its surrounding areas. The children will develop their skills learnt from sketching within the previous topic. We will also look at the work of William Morris and the impact he had. 	<p>Design Technology</p> <ul style="list-style-type: none"> Year 5 will look at the work Isaac Brunel. Finally we will also be following food safety hygiene procedures when preparing and eating our fresh traditional Victorian food during our Victorian day. 	<p>Spanish</p> <p>Year 5's Spanish teaching will take place next term</p>	<p>Music</p> <ul style="list-style-type: none"> Year 5 will be looking at the genre of Rock and in particular the song 'Don't Stop Believing'. During our lessons we will be appraising the song and understanding contributes to the genre of rock. This will include the types of instruments, pulse and time signatures involved in the genre. Furthermore the children will learn and compose rhythms to sections of the songs using a variety of percussion instruments.
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