

English

Earthlings:

Fiction:

- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Create and punctuate complex sentences using *-ed* openers.
- Create and punctuate complex sentences using *-ing* openers
- Plan their writing by noting and developing ideas.
- Draw on reading and research.
- Blend action, dialogue and description within and across paragraphs.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.



Non-fiction

- Explore, collect and use modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*.
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Use devices to build cohesion, e.g. *firstly, furthermore, as a consequence*.
- Select appropriate grammar and vocabulary.
- Perform own compositions for different audiences: Using appropriate intonation and volume, adding movement and ensuring meaning is clear

Geography

UK:

Children will map a journey identifying different amenities and roads travelled upon. They will carry out a survey on traffic in the local area. Children will identify counties and cities of the UK and place them using 6 figure-grid references and identify their location in relation to each other using 8 points of a compass. They will identify land use around the UK and how/why it differs. Children will identify how land is used around the world and where produce comes from.

Science

Properties and changing materials:

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. They should explore reversible changes, including, evaporating, filtering, sieving, melting, and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. .

Year 5

Spring Term 1

Mr Holden

Art

In this unit the children will be exploring the artist Sophie Knight and her space paintings, looking at the range of skills she has used. They will be developing their painting skills of making shades, tones and tints, as well as being able to collage their own planet.

R.E

Jesus

- Why did Jesus tell stories?
- What can we learn from these stories?
- How does each story help us understand Christian beliefs?
- How do these story impact the life of believers?

P.E

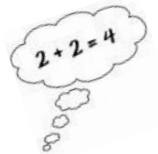
Swimming will be on a Friday. Please make sure that your child brings their swimming kit each week.

Please Note: long hair needs to be tied back and ear rings are either taken out or covered with plasters, Thank you.

Mathematics

Multiplication and division:

- Multiply a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number using the area model
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division.



Fractions

- Multiply a unit fraction by an integer
- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity
- Fraction of an amount
- Find the whole
- Use fractions as operators

Decimals and percentages:

- Decimals up to 2 decimal places
- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths)
- Equivalent fractions and decimals (thousandths as fractions)

Computing

- Create a program that includes a logical sequence.
- Debug a program they have written. Design a program.
- Successfully decompose a problem into its smaller parts.
- Analyse the software to check it is fit for purpose.
- Build on their existing knowledge to experiment and innovate when programming. ...most children will be able to:
 - Use repetition and selection.
 - Work with variables and adjust these depending on the effect they wish to create.
 - Understand and use the duplicate function.
 - Demonstrate that they understand how to combine a range of different effects to create their own quiz.

