

<p align="center">SCIENCE</p> <p>Earth and Space - Unit 1: Out of this world Pupils should be taught to: -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.</p> <p>SMSC *Creation stories from different cultures alongside scientific stories. *Asking questions about life and its origins. *Encouraging a sense wonder in scientific discovery.</p>	<p>P.E Blast off – Space related x 6 weeks</p> <p>Grass Roots PE coaching</p> <p>SMSC *Developing social skills of cooperation, responsibility, communication, personal commitment, loyalty and team work.</p>	<p align="center">R.E</p> <p>UNIT QUESTION What can we learn about the Christian faith through studying the lives of the northern saints? In this unit pupils will demonstrate an understanding of the significance of the northern saints through stories and visits. They will explore their importance then and how their lives impact on the beliefs of Christians today.</p> <p>SMSC *Looking at examples set by characters in religious stories. *To reflect on the impact religious figures from the past can have on the lives and beliefs of Christians today.</p>	<p align="center">ART AND DESIGN:</p> <p>Drawing To use tone to shade 3-dimensional shapes. Perspective single focal point. (simple cube) Draw a variety of objects.</p> <p>Painting Water colour pencil colour mixing Other Techniques Roller carving Styrofoam sheets. Cross-curricular Friendship bracelet Carnival Art Rainforest paintings Origami starts Paint a planet landscape Pastel planet pictures</p> <p>SMSC *Learn about art from a variety of cultural contexts and the role it plays. *Exercising the imagination *Use the environment as a source of inspiration.</p>	<p align="center">KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD – HISTORY</p> <p>A study of South America, identification of countries and major cities, its human and physical features and how these compare and contrast within this area. A focused study of Brazil and key aspects of its human and physical geography. Geographical skills and fieldwork including the use of maps, atlases, globes and digital mapping.</p> <p>*Visit to Las Iguanas to sample Brazilian food and culture.</p> <p>SMSC *Reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes, flooding, hurricanes and volcanic eruptions. *Consider the moral and practical issues of the deforestation of the world's rainforests. *Learn how people differ in response to their environment.</p>	
<p align="center">ENGLISH:</p> <p>Poetic style Key Fiction text: 'Goodnight Stroud' by Pie Corbett 'Last Night, I Saw The City Breathing' by Andrew Fuesk Writing outcome: To write a poem using expression to show understanding. Persuasive writing Key Non-fiction text: 'Meet the Monster', 'Meet the Future' Writing outcome: To write a presentation persuading people to consider my point of view about whether or not there should be a new football stadium. Link to our local area and letters to council about how we would like to improve it. Grammar focus: Modal verbs. Adverbs of possibility. Handwriting Using 'PENPALS' pupils will be taught to: • write legibly, fluently and with increasing speed by; • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. Cross Curricular Work Class book: Ghost Buddy LR, The witches AE, The Falcon's Malteaser JT</p> <p>SMSC *Enjoying writing in poetic forms about the natural and human made world. *Looking at persuasive writing and what influences it can have for good and evil</p>		<p align="center">YEAR 5 Spring 1st half</p> <p align="center">Exploring South America, zooming in on Brazil.</p> <p>British Values - Assembly Themes - Being an active member of the community and trying to make positive changes - Big Street Survey - Bikeability - Northern Saints and their impact on current British values and beliefs - Being kind to each other – Being Kind Week PSHCE Jigsaw Unit 3 – Dreams and Goals - Financial implications of ambitions - Creating Goals and raising aspirations for future careers.</p> <p>Kidsafe</p>	<p align="center">MATHEMATICS:</p> <p>UNIT 5 *read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit *count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 *interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10,100,1000, 10 000 and 100 000 *solve number problems and practical problems that involve all of the above *subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction) *subtract numbers mentally with increasingly large numbers *use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy *practise adding and subtracting decimals, including a mix of whole numbers and decimals * [Domain: Number - Percentages, decimals and fractions] *know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles *draw given angles, and measure them in degrees (°) identify:- angles at a point and one whole turn (total 360°) - angles at a point on a straight line and 1/2 a turn (total 180°) - other multiples of 90°</p> <p>UNIT 6 *divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context *solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign *compare and order fractions whose denominators are all multiples of the same number add and subtract fractions with the same denominator and denominators that are multiples of the same number *recognise and use thousandths and relate them to tenths and convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre) *understand and use approximate equivalences between metric units and common imperial units such as inches *use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling</p> <p>SMSC *Recognising maths skills as a tool for society.</p>		
<p align="center">COMPUTING</p> <p>UNIT 3: We are artists – fusing geometry and art -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>SMSC *Looking at the fusion between art and technology and how they can use this to express themselves.</p>	<p align="center">DESIGN AND TECHNOLOGY:</p> <p>Designing: Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional diagram, exploded diagram, prototypes, pattern pieces, and computer-aided design.</p> <p>Making: Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Moon Buggy. (CAD – Purple Mash, prototypes).</p> <p>Technical Skills: Understand and use electrical systems in their products, using series circuits, switches and bulbs, motors, sensors. Apply understanding of computing to program, control and monitor events.</p> <p>SMSC *Persevering and taking care to produce something unique, a sense of achievement and worth *Considering the impact of design and technology on society.</p>		<p align="center">FRENCH:</p> <p>Drinks, snacks and shopping Children will develop skills and understanding linked to how to ask for drinks and snacks and also express likes and dislikes about them. They will experience and learn how to shop using euros. Children will have conversations in order to buy ice creams</p> <p>SMSC *Reflect on the importance of communication throughout the world in a range of languages.</p>	<p align="center">MUSIC</p> <p>Life Cycles – exploring structure To learn words and signs for a song to take part in sign2sing challenge. To sing in 2 and 3 parts. Read a melody in staff notation. To accompany a song with tuned and un-tuned instruments. To compose and perform together. To combine vocal sounds in performance. To create a performance using voices and instruments in 4 parts. To explore extended vocal techniques. To develop a structure to combine sounds. To create musical effects using contrasting pitch. To learn about the music of an early opera. To create descriptive music with an awareness of audience.</p> <p>SMSC *Exploring how music belongs to a particular culture or sub culture e.g. opera. *Learning to compose and perform together.</p>	
<p>FOCUS WEEKS: Creative Week - Artists and Designers January 16th – 20th January 2017.</p>					