

<p align="center"><b>SCIENCE</b></p> <p><b>Forces - Unit 4: Let's get moving</b></p> <p><b>Pupils should be taught to:</b>          -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.</p> <p><b>SMSC</b>          *Being fascinated about how things work and what might happen.          *Investigating the laws of nature.</p>	<p><b>P.E</b>  <b>Real PE – Unit 1</b>  <b>Throw tennis</b>  <b>Lesson 1 -COORDINATION:</b> Ball skills – 1. Ability to work ball in both directions. 2. Smooth movements with the ball. 3. Fluidity when changing hands. <b>AGILITY:</b> reaction and response.  <b>Lesson 2 -COORDINATION:</b> Ball skills – 1. Quick start. 2. Good acceleration. 3. Balance on catch. <b>AGILITY:</b> reaction and response.  <b>Lesson 3 -COMPETITION:</b> Ball skills – 1. Games are close. 2. All players included, engaged and challenged.. 3. Learners discuss and review performance with focus on personal best and peer progress. <b>AGILITY:</b> reaction and response.  <b>Bench Ball</b>  <b>Lesson 1 - COORDINATION:</b> Ball skills – 1. Ability to work ball in both directions. 2. Smooth movements with the ball. 3. Fluidity when changing hands. <b>AGILITY:</b> reaction and response  <b>Lesson 2 -COORDINATION:</b> Ball skills – 1. Quick start. 2. Good acceleration. 3. Balance on catch. <b>AGILITY:</b> reaction and response.  <b>Lesson 3 -COMPETITION:</b> Ball skills – 1. Games are close. 2. All players included, engaged and challenged.. 3. Learners discuss and review performance with focus on personal best and peer progress. <b>AGILITY:</b> reaction and response.  <b>SMSC</b>          *Learning how to handle success and defeat with dignity e.g. sports games          *Gaining a sense of achievement.          *Learning to know and challenge their own physical limits.</p>	<p align="center"><b>R.E</b></p> <p><b>UNIT QUESTION What can we learn about the Christian faith through studying the lives of the northern saints?</b>          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.          To understand the relevance and importance of Easter to Christians.  <b>SMSC</b>          *Exploring religious traditions in their own community and how these shape peoples lives.          *Understanding how religious moral codes bind a community together.</p>	<p align="center"><b>ART AND DESIGN:</b></p> <p><b>Drawing</b>          To use tone to shade 3-dimensional shapes. Perspective single focal point. (simple cube)          Draw a variety of objects.  <b>Painting</b>          Water colour pencil colour mixing  <b>Other Techniques</b>          Roller carving Styrofoam sheets.  <b>Cross-curricular</b>          Friendship bracelet          Carnival Art Rainforest paintings Origami starts          Paint a planet landscape Pastel planet pictures</p> <p><b>SMSC</b>          *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"><b>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD – HISTORY</b></p> <p>A study of <b>South America</b>, identification of countries and major cities, its human and physical features and how these compare and contrast within this area.          A focused study of <b>Brazil</b> and key aspects of its human and physical geography. Geographical skills and fieldwork including the use of maps, atlases, globes and digital mapping.  <b>SMSC</b>          *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"><b>ENGLISH:</b></p> <p><b>UNIT 4: A story by a significant children's author</b>  <b>Key Fiction text:</b> 'This Is NOT a Fairy Tale' by Jeremy Strong  <b>Writing outcome:</b> To use ideas from Jeremy Strong's stories to write a new episode of 'This Is NOT a Fairy Tale', in which Ramona meets a frightening character.  <b>Biography and autobiography</b>  <b>Key Non-fiction text:</b> 'Jeremy Strong biography and autobiography', 'Anthony Horowitz biography'  <b>Writing outcome:</b> To write a short biography of Anthony Horowitz for the back cover of one of his books.  <b>Grammar focus:</b>          Brackets, dashes or commas to indicate parenthesis.  <b>Spelling focus:</b> Units 7 and 8 from Language and Literacy – Spelling. Unit - ence Unit 8 – 'ee' sound spelt e'  <b>Handwriting</b>          Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Cross Curricular Work</b>          A week on Julia Donaldson          Instructions for making a Moon Buggy</p> <p><b>Class book linked to unit: LR – Beware Killer Tomatoes - Jeremy Strong AE – Krazy Kow Saves the World - Jeremy Strong JT – The Karate Princess - Jeremy Strong</b>  <b>SMSC</b>          *Look at stories which tell of achievement against the odds which have the capacity to inspire.          *Evaluating the influences of characters and plots on themselves.          *Awareness of issues such as stereotyping and equal opportunities in literature.</p>		<p align="center"><b>YEAR 5</b>  <b>Spring 2nd half</b></p> <p><b>British Values</b>          - 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  <b>PSHCE</b>          Jigsaw Unit 3 – Dreams and Goals          - Financial implications of ambitions          - Creating Goals and raising aspirations for future careers.</p>	<p align="center"><b>MATHEMATICS:</b></p> <p><b>UNIT 7</b>          *decimal thousandths          *ordering and rounding thousandths          *decimal problems – adding and subtracting decimals          *complete, read and interpret information in tables, including timetables</p> <p><b>UNIT 8</b>          *multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers          *solve problems involving +, -, x and ÷ and a combination of these, including understanding the meaning of the equals sign          *recognise the per cent symbol (%), and write % as a fraction with denominator 100, and as a decimal          *solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{3}{5}</math> and those fractions with a denominator of a multiple of 10 and 25          *make connections between percentages, fractions and decimals          *measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres          *calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes  <b>SMSC</b>          *Engage in increasingly challenging problem solving activities; persevere to overcome difficulties and experience pleasure and satisfaction in reaching a solution.</p>	
<p align="center"><b>COMPUTING</b></p> <p><b>We are web developers – creating a website about cyber safety</b>          Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.          Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.          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.          Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.          Using ICT to enhance English by creating Powerpoints to persuade and font size, style and colour to emphasise words and phrases accordingly.  <b>SMSC</b>          *Learning how to handle success and defeat with dignity e.g. sports games          *Gaining a sense of achievement.          *Learning to know and challenge their own physical limits.</p>	<p align="center"><b>DESIGN AND TECHNOLOGY:</b></p> <p><b>Designing:</b> 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.  <b>Making:</b> 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.  <b>Moon Buggy. ( CAD – Purple Mash, prototypes).</b>  <b>Technical Skills:</b> 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.  <b>SMSC</b>          *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"><b>FRENCH:</b>  <b>Party planning</b></p> <p>Children will develop skills and understanding linked to how to ask for an array of breads and also express likes and dislikes about them. They will make shopping lists and plan a party using all skills learned and then further develop skills, following a set of instructions and writing a recipe for an almond mouise.</p> <p><b>SMSC</b>          *Reflect on the importance of communication throughout the world in a range of languages.</p>	<p align="center"><b>MUSIC</b>  <b>Keeping Healthy – exploring beat</b></p> <ul style="list-style-type: none"> <li>To explore beat at different tempi.</li> <li>To sing syncopated melodies.</li> <li>To develop rhythm skills through singing, playing and moving.</li> <li>To sing and play scales and chromatic melodies.</li> <li>To use steady beat and syncopated rhythms.</li> <li>To accompany a song with sung and played drones.</li> <li>To sing in unison and 2 parts.</li> <li>To develop an arrangement of a 2 part song.</li> <li>To learn and create accompaniments for a song.</li> <li>To read grid or staff notation to play a bassline.</li> <li>To learn to perform a song with syncopated rhythms.</li> <li>To arrange a complete performance of music and songs.</li> <li>To use a score to notate and guide selected elements of a performance</li> </ul> <p><b>SMSC</b>          *Looking at songs which have been written dealing with social and moral issues.</p>	
<p><b>FOCUS WEEKS:</b> Creative Week - Maths, Science and Technology week. 13.3.17</p>				