

<p>SCIENCE</p> <p>Circle of life Pupils should be taught to: -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals. -Describe the changes as humans develop to old age. *Nurture caterpillars into butterflies.</p> <p>SMSC *Consider the fact of life, growth, decay and death and how different organisms are dependent on each other. *Appreciate the beauty of the natural world. *Consider how to treat living things and environment with care and sensitivity.</p>	<p>P.E Unit 2 Creative Skills/Static Balance</p> <p>Seated Volleyball Seated balance and Floor Work Head up, back straight and eye on the ball. Use core muscles to try and stay in balance as much as possible. When out of balance, use arms, shoulders and core to get back into balance.</p> <p>Creative Skills: Try different tactics, strategies and ways to send and receive. Observe others to see if you can use their ideas. Try using different ways to send and receive the ball e.g. different parts of the body. Think of different ways to disguise what you are about to do. E.g. use of eyes.</p> <p>Scorpion Handball Static Balance: Seated 1.Choos epositions that you find best for comfort and accuracy. Shift balance when striking to keep centre over base. Keep hands in line with shoulders when in front support.</p> <p>Creative Skills: Have a clear idea and agree what successful performance looks like. 2.Try different tactics and strategies to see what works. Identify specific strengths and weaknesses within the opposition. Try to anticipate where the ball is going by 'reading' your opponent.</p> <p>SMSC *Develop social skills of cooperation, responsibility, communication, personal commitment, loyalty and team work. *Learn to know and challenge their own physical limits, feeling proud of their personal achievements.</p>	<p>R.E</p> <p>UNIT QUESTION: What do we know about the Bible and why is it important to Christians? In this unit pupils will develop their understanding of the importance of the Bible to Christians. They will explore its impact on worship, values and the daily lives of Christians.</p> <p>SMSC *Explore beliefs and values through stories, celebrations, rituals and practices. *Look at examples set by characters in religious stories. *Explore religious traditions in their own community and how they shape people's lives.</p>	<p>ART AND DESIGN:</p> <p>Drawing Perspective single focal point. (Train track) Drawing with charcoal Design a totem pole Sketches and scientific drawings of plant-life.</p> <p>Painting Water colour pencil colour mixing Other Techniques Roller carving Styrofoam sheets. Cross-curricular Mayan soap carving</p> <p>SMSC *Learn about art from a variety of cultural contexts and the role it plays.</p>	<p>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</p> <p>A non- European Society that provides contrast with British history - The Mayan Civilisation AD900 When were the mysterious Maya ruins in Mesoamerica discovered? How do we know about Mayan civilisation? <i>The Aztecs discovered remains</i> How was society organised? <i>City states, hierarchy</i> What did the Mayans believe? <i>rites and rituals, sacrifices and afterlife</i> What was life like for the Mayans? What did the Mayans achieve? <i>Base 20 number system, calendar, astrology</i> Why did the civilisation decline?</p> <p>SMSC *Exploring the cultural values that underpinned past societies. *Learning about social issues in past societies e.g. slavery</p>
<p>ENGLISH:</p> <p>A story from another culture. Key Fiction text: 'Dragon Slayer' by Gill Howell Writing outcome: To write a new adventure for Mai-Ling, using ideas from Dragon Slayer.</p> <p>Non-chronological reports Key Non-fiction text: 'The Kraken', 'A Dragon Spotter's Guide to the Chinese Lung Dragon' Writing outcome: To write a clearly-structured non-chronological report about a species of dragon.</p> <p>Grammar focus: Converting nouns or adjectives into verbs using suffixes. Spelling focus: Get Spelling Y5 unit 9 (<i>ant, ance, ancy</i>) and Unit 10 <i>shus</i> (<i>cious</i>) Special focus words: convenience, muscle, disastrous, neighbour, interfere, average, desperate, temperature, vegetable, frequently, equipment as well as Y5/6 words selected as 'orange words' for the class.</p> <p>Handwriting Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> 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. <p>Cross Curricular Work Class book linked to unit: How to train your Dragon by Cressida Cowell</p> <p>SMSC *Look at stories which tell of achievement against the odds which have the capacity to inspire. *Take personal responsibility for their own learning and presentation. *Talk and write about other cultures and how they compare to our own.</p>		<p>YEAR 5 Summer 1st Half</p> <p>The Mayan Civilisation AD900</p> <p>PSHCE/British Values - Assembly Themes - Being an active member of the community and trying to make positive changes - Christian Holy book and its importance -Team work and sportsmanship -Work Ethic linked to career choices. -Entrepreneurial skill development and application</p>	<p>MATHEMATICS:</p> <p>UNIT 8 *solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ 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 (cm²) and square metres (m²), and estimate the area of irregular shapes</p> <p>UNIT 9 *read, write, order and compare numbers to at least 1000000 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 *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 *add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) *add and 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 *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *use the properties of rectangles to deduce related facts and find missing lengths and angles *distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>UNIT 10 *multiply and divide numbers mentally drawing upon known facts *multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 *solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates *use all four operations to solve problems involving measure (for example, money) using decimal notation, including scaling</p> <p>SMSC *Recognise maths skills and their importance on daily life and understanding the practical applications of these skills.</p>	
<p>COMPUTING</p> <p>UNIT 5 We are bloggers – sharing experiences and opinions 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. 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. Be discerning in evaluating digital content.</p> <p>SMSC *Consider what is an appropriate on-line comment and the consequences of an inappropriate one. *Understand how to stay safe and have awareness of dangers on-line.</p>	<p>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.</p> <p>1. Moving toy, using cams, levers, pulleys and gears (exploded diagram).</p> <p>Technical Skills: Understanding and using mechanical systems in their products.</p> <p>SMSC *Develop thinking and reasoning skills *Appreciate simple machines and their importance in industrialisation which has impacted on how we live today.</p>	<p>FRENCH:</p> <p>Our Bodies Children will develop skills and understanding linked to the body and the names of body parts. They will further develop recognition of the verb avoir (to have) and experience work linked to developing a monster and describing it in detail using their knowledge of vocabulary linked to body parts.</p> <p>SMSC *Appreciate another culture and the importance of learning another language.</p>	<p>MUSIC</p> <p>Exploring composition - To explore music from old and current movies. -To learn techniques for creating soundtracks. -To compose movie music.</p> <p>SMSC *Learn to compose and perform together sensitively evaluating each other's performances.</p>	
<p>FOCUS WEEKS: Enterprise and Careers Week 5-9th June</p>				