



English

Throughout this term children will complete reading and writing units on:

Unit 1 - Traditional tales from other cultures

In this unit pupils explore several traditional stories from different cultures, written in a contemporary style. They become more familiar with the different structures of stories and the range of literary devices authors use to involve and engage the reader. Pupils will apply what they learn to further develop their language and writing skills.

Curricular aims of this unit:

- To explore a range of literature from different cultures and traditions
- To read and compare different types of narrative texts and identify how they are structured
- To infer author's perspectives from what is written and from what is inferred
- To explore how writers use language for dramatic effect
- To write in different narrative forms and styles
- To explore the impact of character behaviour and motive on others, including the reader

Unit 2 - Beowulf

This unit on legend focuses on an adaptation of the Norse legend Beowulf. As well as offering an insight into Anglo-Saxon times, the legend explores typical themes of the text type such as quests, courage and revenge. There have been many adaptations of the story poem over the centuries and the legend has no doubt been embellished with each telling. The pupils are asked to work towards an exhibition about Beowulf to provide an audience for showcasing the Art and writing they produce. The unit links very well with the study of the Anglo-Saxon period in the Key Stage 2 History curriculum.

Curricular aims of this unit:

- To become familiar with the features of the legend genre
- To explore the traits and virtues of heroism
- To identify ways in which language changes according to context and purpose
- To use drama to explore and interpret the themes in the text
- To take a lead and support others in collaborative groups
- To explore the different ways authors build character
- To explore how writers use language for dramatic effect
- To write in different forms for a variety of purposes

The following will be taught and consolidated throughout Year 5:

Phonics and Spelling

- Spelling - word list for Year 5
- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
- **Verb prefixes** [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]
- Suffixes - Endings which sound like /ʃəs/ spelt **-cious** or **-tious**, e.g. vicious, ambitious
- Suffixes - Endings which sound like /ʃəl/ **-cial**, e.g. official
- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate*; *-ise*; *-ify*]

Grammar and Punctuation

- using **expanded noun phrases** to convey complicated information concisely
- using **commas** to clarify meaning or avoid ambiguity in writing
- using **semi-colons, colons or dashes** to mark boundaries between independent clauses
- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Handwriting

- 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.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 5 will be reading '**Journey to Jo'burg**'

Maths

Number and place value

- solve number problems and practical problems that involve all of the objectives
- 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 through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition, subtraction, multiplication and division

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- add and subtract whole numbers with more than 4 digits, including using efficient 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

Multiplication and division

- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- identify multiples and factors, including finding all factor pairs
- solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other
- add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$)
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Measures

- solve problems involving addition and subtraction of units of measure (e.g. length, money) using decimal notation.
- convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre;)
- understand and use basic equivalences between metric and common imperial units and express them in approximate terms
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- "calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes "
- solve problems involving converting between units of time

Geometry

- identify 3-D shapes, including cubes and cuboids, from 2-D representations
- know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (o)
- draw shapes using given dimensions and angles
- state and use the properties of a rectangle (including squares) to deduce related facts
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- 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.

Data

- solve comparison, sum and difference problems using information presented in line graphs
- complete, read and interpret information in tables, including timetables.

Science

Unit 1 Decay and Recycling

This unit is intended to be taught across the whole year with at least two lessons in each term. Pupils will carry out a number of visits in and around the school to look for evidence of decay. They will create a compost heap and observe it over time. Natural and man-made materials will be left in different places to see how well they break down.

Key Concepts

1. That decay is an essential aspect of nature.
2. That some materials can be recycled instead of thrown away
3. That throwing things away has an environmental impact which can be reduced by waste management

Developing scientific thinking

This unit supports the following elements in particular:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Unit 2 Life Cycles

Pupils revisit the life cycle of plants, and learn about pollination. They compare the life cycles of birds, mammals, insects and amphibians and learn that insects and amphibians undergo metamorphosis.

Key Concepts

1. Living things have a cycle that involves continual replacement of organisms of the same species.
2. The life cycles of different animals vary, and, for insects and amphibians include metamorphosis.

Developing scientific thinking

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
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- identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

We are Software Developers

The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.

We are Bloggers

In a second unit, pupils create a media-rich blog, comment on blogs and respond to comments. Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond school.

Geography

Locality and map/fieldwork skills

Children will:

- use maps to describe land use in the local community
- make use of the 8 compass points to describe routes and locations
- describe a range of physical and human features in the locality
- Using maps and points of the compass can plan a visit to a place
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technology.
- Use symbols and keys

Music

Life Cycles

Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.

Solar System

Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.

Flight BK2014 to Johannesburg

Children will create a soundscape of music based on the continents and countries on the flight-path to Johannesburg, learning about the history of great composers and song-writers from those countries.

Art

Collage

They learn to improve their mastery of art and design techniques through the study of collage. Children create sketch books to record their observations and use them to review and revisit ideas. Children will develop a knowledge of great artists and designers who have made specific use of collage.

PSD

Children will explore the themes of:

New beginnings

Getting on and falling out

Say no to bullying

MFL

Children will explore the themes of:

The high street

Directions

Times of the day

Physical Education

The children will be taught a Real PE session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.

Real PE - Unit 1

The children will develop the following fundamental movement skills:

Coordination – Ball Skills

Agility – Reaction/Response.

During these sessions the additional ability focus will be cognitive skills.

Games – Net/Wall

The children will develop the skills involved with net/wall skills and play games that use these skills, with a particular emphasis on tennis.

Real PE – Unit 2

The children will develop the following fundamental movement skills:

Static balance – Seated.

Static balance – Floor Work

During these sessions the additional ability focus will be creative skills.

Gym - Balance

The children will explore different balances, both on the floor and on the apparatus and use these to create effective gymnastic routines.

Religious Education

The Kingdom of God

From discussing hypocritical attitudes the children may feel exist in religion, the strand explores what religion can give to people and why it can cause them to devote their whole lives to it.

Questions to be raised:

What examples of hypocrisy do you know of?

Can anger ever be justified?

Is there more to life than we know of?

What would your ideal world be like?

Is it possible to achieve an ideal world on earth?

What brings you total fulfilment?

I Believe

The strand begins with an experiential approach to the notion of believing, focuses on a fundamental aspect of Christian belief and finally provides an opportunity for pupils to present their beliefs about the Christmas story

Questions to be raised:

What or who do you believe in?

Do you believe everything you are told?

Why is believing sometimes difficult?

Should we all believe the same?

Why do people's beliefs differ?

What do you believe about God?

What do you believe about Jesus' birth?

D&T

Field to Fork

Children prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques to understand the development of food growth and production.