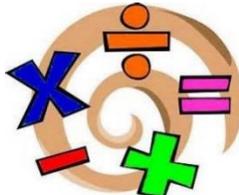




Year Group: 5

<i>Subject</i>	<i>Topics</i>	<i>Key learning focus</i>
<p>English</p> 	<p>Our genres for this term are:</p> <ul style="list-style-type: none"> • Non-chronological reports – Buccaneer Pirates • Stories from our literary heritage • Imagery poetry • Persuasive writing - letters <p>We are using the Talk for Writing approach which uses drama and speaking and listening skills to inspire and develop ideas.</p>	<ul style="list-style-type: none"> • To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Use of vocabulary and grammar • Effective use of tone and intonation/performance • Letter writing • Selecting and using appropriate vocabulary and grammar • Formal speech • Editing and improving
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Geometry • Fractions, decimal and percentages • Measures • Operations • Units of time 	<ul style="list-style-type: none"> • To solve multi-step problems related to all four operations • To solve problems related to measure including metric and imperial measure • Fractions – converting between improper fractions and mixed numbers • Adding and subtracting fractions • Comparing and ordering fractions
<p>Science</p> 	<ul style="list-style-type: none"> • Habitats and Living things • Animals, including humans • Continuing properties of materials unit 	<ul style="list-style-type: none"> • To understand the life cycles of an amphibian, mammal, insect and bird • To describe the life process in some animals and plants • To carry out experiments into the properties of materials. <p>Outcome: to design an animal to suit a particular habitat – rivers and mountains focus</p>
<p>History/Geography</p> 	<ul style="list-style-type: none"> • Rivers and Mountains – ‘Where does our water come from and go to?’ • Vikings and Anglo-Saxons 	<ul style="list-style-type: none"> • To investigate a specific river – The Thames • To investigate the water cycle • To use maps and atlases to identify different rivers in the world <p>Outcome: To create a shoebox diorama of the water cycle</p> <ul style="list-style-type: none"> • To learn about the Vikings and Anglo-Saxon struggle for the

		Kingdom of England to the time of Edward the Confessor Outcome: A production about the Battle of Hastings.
Art/DT 	<ul style="list-style-type: none"> • Design and technology – to design, make and evaluate a piece of construction. • Art – To complete observational drawings of Anglo-Saxon jewellery • To investigate a great artist/architect of the time 	<ul style="list-style-type: none"> • To design, create and evaluate a bridge including a moving part of lights <p>Outcome: A bridge</p> <p>To cook a savoury food dish inspired by our learning about different rivers around the world.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing</p> <p>To learn about great architects in history</p> <p>Outcome: to produce a piece jewellery made from clay.</p>
Religious education 	<ul style="list-style-type: none"> • Belonging: • How well do funeral and mourning rituals tell you what a religion believes about what happens after death? 	<ul style="list-style-type: none"> • To Hindu, Buddhist, Sikh and Christian beliefs about the afterlife.
Computing 	<ul style="list-style-type: none"> • Internet research and website design • Scratch – developing games 	<ul style="list-style-type: none"> • To create a simple web page linked to a topic of research. • To design a game using the Scratch programme.
French 	No French as children will be swimming during this unit.	

Year 5 will be swimming during the Spring Terms for one PE lesson per week.