

Year 5		Spring First Half Term 2017				Earth and Beyond	
	Week 1 2.1.17	Week 2 9.1.17	Week 3 16.1.17	Week 4 23.1.17	Week 5 30.2.17	Week 6 6.2.17	Half term
English	SPAG week Activities and writing focussing on SPAG for year 5 Word classes Pronouns Tenses Root words and changes Speech punctuation	Suspense and mystery – develop skills of building up atmosphere in writing. Short story writing using suspense ... investigating how other authors create suspense. Analyse techniques and use them in our own writing. Grammar focus: adverbials of time, place and number/use elaborated language of description/dialogue writing (spoken, written, formal and informal).			Explanation writing – Planet explanations based on topic work. Clear use of text features Formal and technical language Creating cohesion within and between paragraphs Use of dashes, commas and brackets for parenthesis and to avoid ambiguity		
Spelling	HL Homophones – revision from last term: farther, further, father, guessed, guest, heard, herd, morning, mourning, past, passed, aisle, isle, aloud, allowed, affect, effect stationary, stationery, steal, steel, wary, weary, who's, whose,	Adding prefixes to create antonyms - Dis and il Advantage Disadvantage Continue Discontinue Order Disorder Satisfied Dissatisfied Legal Illegal Legible Illegible	Adding prefixes to create antonyms - Im Impatient Patient Impolite Polite Improbable Probable Inaccurate Accurate Incomplete Complete Inconvenient Convenient Incredible Credible Ineffective Effective Inefficient Efficient	Words ending in ent – Innocent, decent, frequent, confident. Spelling pattern to look for: If the suffix ends in ment you know it has ent – Agree – ment Merri – ment Govern – ment Engage - ment	Words ending in ary – library military primary ordinary summary contemporary secondary salary diary, dictionary, necessary, secretary, voluntary, January.	Words ending in ery/ory – Jewellery, delivery, gallery; nursery; cemetery; slipper; mystery factory, memory, territory; history; victory; predatory; theory. .	
Big write	New years resolutions	Non-chronological report – perfect Earth	Diary entry Major Tom– a mystery in space	Narrative – continuing on from the diary entry – developed into a full narrative	Instructions – how to make a meal in space!	Persuasive letter – why should you be on the first flight to Mars?	

<p>Reading</p>	<p>Use school library to choose own reading book and replace class selection. Encourage class to choose a wide variety of reading books for our classroom.</p>	<p>Maintain positive attitudes to reading – exploring a wide range of authors. <i>Using short stories and adventure stories to explore different styles in creating suspense and mystery.</i> <i>Predicting story conclusions using known facts.</i> <i>Understanding characters through their speech and actions.</i></p>			<p>Understanding that different texts are designed for different purposes – understanding new vocabulary through context. <i>A range of non-fiction books and magazine articles to be used as information gathering.</i> <i>Looking at features of different articles – reports, explanations, instructions etc.</i></p>		
<p>Maths</p>	<p>Measurement – time <i>Read and interpret information from timetables</i></p> <p><i>Solve problems involving converting between units of time</i></p>	<p>Measurement – perimeter and area <i>Measure and calculate perimeter of composite rectilinear shapes</i></p> <p><i>Calculate and compare the area of squares and rectangles</i></p> <p><i>Estimate the area of irregular shapes</i></p> <p><i>Solve problems using knowledge of measurement including cm² and m².</i></p>	<p>Shape and geometry</p> <ul style="list-style-type: none"> • <i>use the properties of rectangles to deduce related facts and find missing lengths and angles</i> • <i>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</i> • <i>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.</i> 	<p>Statistics – solve comparison, sum and difference problems using information on a line graph</p>			
<p>Big maths</p> <p>Half Term progress drives</p>	<p>C count fourways: -2s and -5s counting along: step 5 any number line L learn its schedule – continual review and revisit I multiplying and dividing step 5: whole numbers and decimals by 1000 Smile multiplication step 5: multiplying hundredths Coin multiplication step 5: know when to add 3 multiples together C MULTIPLICATION AND DIVISION FOCUS: Speedy COL: column method for 4d x 2d and bus stop method for division</p>						
	<p>Week 1: C - -2s with whole numbers L – number bonds revision I – whole numbers x and ÷ by 10, 100, 1000 C – coin multiplication for division (no remainders)</p>	<p>Week 2: C – -2s with decimal numbers L- 6x tables revision I – decimals x and ÷ by 10, 100 and 1000 C - coin multiplication for division (with remainders)</p>	<p>Week 3: C – -5s with whole numbers L – 7x tables revision I – smile multiplication (hundredths) C – bus stop method: 2, 3 and 4d by 1, 2d</p>	<p>Week 4: C – -5s with decimals L – 8x tables revision I – smile multiplication (hundredths) C - division step 26- 27</p>	<p>Week 5: C – counting along step 5 L – 9x table revision I – coin multiplication step 5 C - bus stop method: 2, 3 and 4d by 1, 2d</p>	<p>Week 6: C – counting along step 5 L – 11x table revision I – coin multiplication step 5 C - bus stop method: 2, 3 and 4d by 1, 2d</p>	

Science Topic	Earth and beyond: whole term topic Skills: <ul style="list-style-type: none"> • <i>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</i> • <i>I can describe the movement of the Moon relative to the Earth</i> • <i>I can describe the Sun, Earth and Moon as approximately spherical bodies</i> • <i>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i> 						
Science	LO: to investigate what we know about our solar system. Pupils to discuss what they already know about what makes up our universe and what we want to investigate further. This should include key vocabulary and definitions. <i>SKILL: I can plan different types of scientific enquiries to answer questions</i>	LO: to understand how planet Earth is constructed. Pupils to understand the construction of Earth, including its liquid core and outer crust. Examine how the crust is constructed from plates that move and how the geography of Earth has evolved over time. <i>SKILL: I can report and present findings from enquiries, and present these in diagrams and written form.</i>	LO: to know the relationship between the sun, earth and moon. Pupils to learn through practical and written work how the earth orbits the sun and the moon orbits the earth. Know that the sun is a star not a planet and the comparative sizes. <i>SKILL: I can report and present 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.</i>	LO: to know how the movement of the Earth and moon around the sun affect daylight and temperature. To investigate through practical demonstration how the movement of the earth on its axis contribute to day and night and the changing of the seasons, <i>SKILL: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>	LO: to understand how the distance from the sun affects temperature and conditions on different planets. Pupils to map the solar system with relative distances from the sun and draw conclusions about how this affects the temperatures and conditions found on that planet. <i>SKILL: I can identify scientific evidence that has been used to support or refute ideas or arguments.</i>	LO: to investigate different planets noting geographical features and conditions of that planet. <i>SKILL: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>	

Art and Design	<p>Abstract art – space inspired art work by Peter Thorpe. SKILLS: Use specific artists as a starting point for some work, making specific links to own work. Identify artists that work in a similar way. Collect artist’s work that they like/ inspires them in sketchbooks with annotations.</p> <p>Make independent choices in drawing inc paper and media Draw from observation Draw from imagination. Independently demonstrate a wide variety of ways to make different marks. Manipulate and experiment with line tone, pattern, texture, form, space, colour and shape</p>			
	<p>LO: to analyse the work of an artist looking at techniques and media used for effect. Pupils to study several works by the same artist comparing the effects used and compositional detail. Make sketches to plan ideas for artwork of their own based on these ideas. Introduction to abstract art – use of colour and effect used for space background.</p>	<p>LO: to plan and create a work of art using techniques used by Peter Thorpe. Pupils to use previous experimentation with colour and media to create their own version of a space themed piece of artwork.</p> <p>Pupils should be able to identify and overcome problems in using different techniques and media. Evaluate their own and other’s work by comparing techniques and compositional effect.</p>	<p>LO: To use knowledge of techniques and composition to create a piece of artwork from their own imagination. Pupils to create a piece of art in the space theme but of their own inspiration. Consider the theme – decide which aspect of space they will depict (e.g. planet, satellite, meteor etc.) and how this will be achieved in the style of Peter Thorpe.</p>	
Computing	<p>To create games using coding skills – <i>Understand how to programme simple moves and structures within a game</i> <i>Coding – space related games to link to our topic work.</i></p>			
Design Technology	<p>Research food in space: What do astronauts eat and how do they prepare it? <i>Prepare a recipe for space!</i></p>	<p>Food preparation and nutrition: SKILLS</p> <ul style="list-style-type: none"> • <i>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</i> • <i>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</i> • <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i> • <i>that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</i> 	<p>Making a sun dial – topic link (movement of the earth around the sun and how this affects day and night). SKILLS:</p> <ul style="list-style-type: none"> • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas 	

Geography	Link to topic work – physical features of planets and how they contrast to Earth SKILLS: <i>Understand physical geography and how it is represented on a map.</i> <i>Use google earth and other resources to compare and contrast physical geography of Earth and other planets – including water, mountains, volcanoes and significant landscape features.</i>			
	LO: to use labelled diagrams to explain the construction of the sun and earth. Pupils will look at the difference between the internal structure of the sun and the earth to help explain the difference between a star and a planet.	LO: to understand how the movement of the earth around the sun affects day and night in different places around the earth. Pupils will use knowledge of the movement of the earth around the sun to show how day and night progresses in different continents. Have some knowledge of time differences in different countries. Also – be able to explain how the position of the earth in relation to the sun affect temperature, climate and seasons around the globe.	LO: to be able to identify physical features of a different planet and compare them to earth. Children will be able to identify features such as volcanoes, weather patterns and other physical features on planets other than earth. They will make simple observations and conclusions about these and the reasons for the similarities and differences between them.	
History	Link to topic – discovery of planets, space travel and the impact on human development. SKILLS: To pose valid questions about change, cause, similarity, difference and significance of events. To describe & make links between different events and situations. To be aware of the achievements & follies of mankind and the effects they have had.			
	LO: to be aware of the development of science and scientific investigation into our universe. Look at the changing nature of our understanding into the nature of the universe. Discuss how the planets got their names and the significance of the chosen God to reflect what was understood about the planets.	LO: to put knowledge of the movement of the planets into historical context. Pupils to think about the change in understanding about the earth and it's position in the solar system. Investigate scientists such as Galileo and their importance in scientific discovery.	LO: to know the chronological order of planet discovery. Pupils to find out and understand how the development of scientific equipment such as the telescope aided the discovery of our universe. Chronological understanding of discovery dates and the significance of this in human development (acknowledging our place in the universe).	

<p>Languages</p>	<p>Colours: arc-de-ciel Using short sentences to demonstrate colours of objects. <i>SKILL: Listen and show understanding of short phrases through physical response.</i></p>	<p>Food and preparing meals: <i>Understand a range of foods and meals in French.</i> <i>Be able to order from a menu using the correct phrases.</i> <i>Be able to ask for the bill and understand French money system.</i></p> <p><i>Make own sandwiches with labels for the ingredients.</i></p>	<p>Numbers up to 50. BINGO!</p> <p><i>SKILL: Listen and show understanding of short phrases through physical response.</i></p>	<p>Numbers up to 100. Human snakes and ladders! <i>SKILL:</i> <i>Repeat words modelled by a teacher; listen and show understanding of single words through physical response.</i></p>	<p>Playground games and songs.</p> <p>Learn and teach to another class. <i>SKILL: • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p>	
<p>Music</p>	<p>GUITARS – whole class lessons term 2 <i>SKILLS: To play musical instruments in solo and ensemble contexts with increasing accuracy, fluency, control and expression.</i> Composition: topic link – planets and travel Listen and respond to Holst ‘the planets’ – create own composition, including notation, for planet music <i>SKILLS: To listen with increasing concentration and attention to musical details and make appropriate observations.</i></p> <ul style="list-style-type: none"> • <i>To improvise and compose music for a range of purposes and with an awareness of audience</i> • <i>To listen to and appreciate a range of live and recorded music drawn from different traditions and composers.</i> • <i>To recognise some composers and artists from a range of traditions and periods of history.</i> 					
<p>Physical Education</p>	<p>Dance – 6 weeks – Street dance basic moves and routines <i>SKILLS:</i></p> <ul style="list-style-type: none"> • <i>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</i> • <i>Compose dances by using adapting and developing steps, formations and patterning from different dance styles</i> • <i>Perform dances expressively, using a range of performance skills</i> • <i>Organise their own warm-up and cool-down activities to suit the dance</i> • <i>Show an understanding of why it is important to warm up and cool down</i> 					
<p>Religious Education</p>	<p>Re-introducing Hindus and Hindu concepts of God. <i>SKILLS:</i> <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i> <i>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</i> <i>Identify and begin to describe the similarities and differences within and between religions.</i></p>					
<p>PSHE</p>	<p>To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future <i>What skills/jobs to the astronauts on the ISS have/do.</i> <i>Look at what personal qualities/training they had to carry out to become an astronaut.</i> <i>Think about team-work involved to achieve this feat – ground team, engineers, scientists etc.</i></p>	<p>Achieving independence <i>What makes us independent learners?</i> <i>Discussion based on what independence means – how do we use it in the classroom.</i> <i>Encourage children to consider their own response when faced with problems in and out of the classroom.</i> <i>Create information posters to illustrate what independence looks like in our learning.</i></p>				

Sustainability						
Debating	Homework – what we would like to do this term for homework.	Money spent on space travel and research is money wasted.	Space rubbish – is it an important issue?	Life on other planets is entirely possible – discuss!	Independence means never asking for help – discuss.	
Business and Enterprise	Class cake sale – week 3? FROGS					
Community cohesion						
Educational visits	Dance expert?					