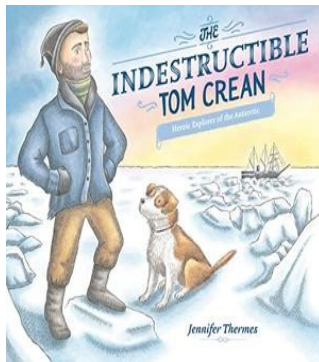


Overview of Our Learning

Year 5: Term 5

English

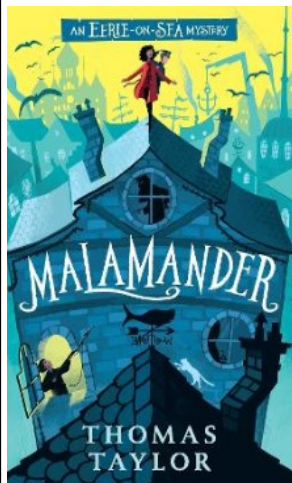
Power of Reading Text:
'Shackleton's Journey' by
William Grill



Supporting Text: 'The Indestructible Tom Crean' by Jennifer Thermes

Writing:

We will be focusing on transcription (spelling and handwriting) and composition (articulating ideas and constructing them through writing).



Class novel: 'Malamander' by Thomas Taylor

Reading:

We will be working on developing the key learning behaviours of active listening, discussing and explaining ideas enabling children to take responsibility for their own learning. They will also develop their skills in summarising, clarifying, predicting, questioning

Science

Focus: Earth and Space

Children will:

- Describe the Sun, Earth and Moon as spherical.
- Name the planets in the solar system independently.
- Distinguish between heliocentric and geocentric ideas of planetary movement.
- Explain that day and night is due to rotation of the Earth.
- Support the idea that different places on Earth experience night and day at different times with evidence.
- Report and present findings from enquiries.
- Explain how the Moon moves relative to the Earth.



Scientific Enquiry:

- Identify the variables in an investigation

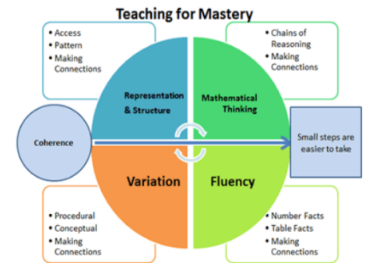


- Make observations and conclusions
- Be able to answer questions based on their learning

Maths

Focus: Number

- Fractions, Decimals and Percentages
- Four Operations



We will be using the 'Maths Mastery' approach which enables all children to have access to resources supporting their differing learning styles.

Physical Education

Focus: Physical (realPE)

Express Ideas

In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.



Sport specific focus - Striking and Fielding

Children will learn to:

- Create our own throwing and catching drills to consolidate previous knowledge and practise skills. B
- Bowl accurately and in a game situation to benefit my team.
- Make decisions as a team which will influence the outcome of a game.

Art

Key Question: Portraits, what can they tell us?

Focus: Portraits

Artists: Hans Holbein the Younger

Media: Pastels, pencils, collage.



Computing

Focus: Creating media -
Introduction to vector graphics

Children start to create vector drawings. They learn how to use different drawing tools to help them create images, recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. They will also layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.



Music

Focus: Building a Groove

This unit aims to provide some straightforward starting points for composing within a groove music context. Using 'Watermelon Man' by Herbie Hancock as a stimulus, students will develop their rhythmic awareness,



Humanities

Focus: Tudors (History)

Key Question: How do portraits and artefacts help us understand the lives of people from Tudor times, including the monarchy?



French

Focus: Vegetables

Children will learn:

- To name and recognise 10 common vegetables in their plural form with their definite articles.
- The basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.



Religious Education

Focus: Christianity

Key Question: Christians and how they live: What would Jesus do?



Wellbeing Curriculum

Focus:

'Healthy Body, Healthy Mind'
including RSHE



Empowerment approach running throughout:

- NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity
- OUR THREE BRAINS. For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best
- OUR NEEDS. For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good
- STRESS RESPONSE. For children to understand that when our needs are not met, they become stressors and we can experience a stress response

PE days are TUESDAY and THURSDAY
Children should make sure they have their
PE kits in school daily.

