

English

Book: **Street Child**

Key Skills:

- Read and discuss a wide range of fiction
- Read books that are structured in different ways
- Identify and discuss themes and conventions
- Discuss understanding and explore meaning of words in context .
- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form
- Note and develop initial ideas, drawing on reading
- Draft and write by selecting appropriate grammar and vocabulary

Geography)

Topic: **Natural disasters**

Key Skills:

- Describe and understand key aspects of physical geography including what cycle and climate zones
- Human geography including types of settlement and land use (NZ)
- Explain how physical features have formed (Hawaii).
- Use key technical environmental disaster language and geography vocab
- Compare physical geography of regions (UK v Florida)
- Use maps
- Study change of rivers over time (UK)

PE

NC: pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Skills: Invstion Games – Implementing & kicking

Science

Topic: **Materials**

Key Skills:

Ideas:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Spring Term 2 Year 5 2020

Music

Topic: The carnival of the Animals by Camille San Saens

Key Skills:

- Recognise and create repeated patterns with a range of instruments
- Know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)
- Carefully choose, order, combine and control sounds with awareness of combined effect

Curriculum: listen to, review and evaluate music across a range of genres, styles and traditions, including the works of the great composers and musicians.

Maths

Topics: **Fractions, decimals and percentages**

Key Skill

- Subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers
- Read and write decimal numbers as fractions
- read, write, order and compare numbers with up to three decimal places.
- Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred'
- write percentages as a fraction with denominator.

Art/DT

Topic: **Print Making**

Key Skills:

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Computing

Topic: **Game creator**

NC:

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Key Skills:

- To set the scene.
- To create the game environment.
- To create the game quest.
- To finish and share the game.
- To evaluate their and peers' games.

Ivrit

Topic:

Key Skills:

Ideas:

PSHE and FBV

Topic: **Aspirations**

Key Skills:

- Identify strengths and weaknesses.
- Reflect on past achievements
- Recognise the achievements of others.
- Set personal goals

Ideas:

- Talk about other people's strengths.
- Thinking about achievements so far and dreams for the future.