

<u>Year Five Term 4</u> <u>Materials</u>	
English	<u>Reading for Enjoyment</u>
	<p>Main Text – Romeo and Juliet Unit 2: Classic/narrative poems – The Highway Man (learn off by heart)</p> <p>Narrative 4: Older literature Romeo and Juliet</p> <p>Unit 3: Persuasive writing</p>
Mathematics	<ul style="list-style-type: none"> • Mental and written division • 2D and 3D shape including sorting • Calculating with fractions • Measure (area and volume) • Statistics and measures • Assessment week
Science	<p><u>Properties and changes to materials</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: • Build on work from Year 3 (materials) and year 4 (electricity) • Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. • Explain how some materials dissolve in liquid to form a solution. • Describe how to recover a substance from a solution. • Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating. • Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic. • Describe changes using scientific words (evaporation, condensation) • 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. • Describe the terms reversible and irreversible. <p><u>Challenging</u></p> <ul style="list-style-type: none"> • <i>Describe methods for separating mixtures (filtration, distillation)</i> • <i>Work out which materials are most effective for keeping us warm or for keeping something cold.</i> • <i>Use their knowledge of materials to suggest ways to classify (solids, liquids and gases)</i> • <i>Explore changes that are difficult to reverse e.g. burning, rusting and reactions -such as vinegar with bicarbonate of soda.</i> • <i>Explore the work of chemists who created new materials e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)</i> <p><u>Ideas (non-statutory)</u></p> <ul style="list-style-type: none"> • Explore reversible changes, including, evaporation, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes • Explore changes that are difficult to reverse, for example, burning, rusting and other reactions e.g. vinegar with bicarbonate of soda.
History	No history
Geography	No geography
Computing	<p><u>Databases</u> Programme: Junior View point ITASS</p> <ul style="list-style-type: none"> • Focus; Search databases for information using symbols such as + < or > • Create a database planning the fields ., rows and columns. • Create graph and tables to be copied and pasted into other documents. • <i>NC: use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content.</i>
Religious Education	<p><u>How do Christians try to follow Jesus’ example?</u></p> <ul style="list-style-type: none"> • Who sets us an example and how do we set an example for others to follow? • How might the story of Jesus overturning the moneychangers’ tables affect how Christians live their lives today? • How might the story of Jesus telling a man to sell all his possessions affect how Christians might live their lives today? • What did Jesus teach about giving? • What ‘lessons for life’ did Jesus teach and how did Jesus set an example for others to follow? • How can we summarise Jesus’ example of the right way to live? • How does the work of some organisations exemplify Christian beliefs?

Physical Education	<p><u>Tennis/Badminton/Volleyball (use QCA/Matalan)</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they gain possession by working as part of a team? • Can they use forehand and backhand with a racquet? • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? <p>Health and Fitness</p> <ul style="list-style-type: none"> • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? <p><u>Sports Coach – football</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? <p>Health and Fitness</p> <ul style="list-style-type: none"> • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot?
Art and Design	No art and design
Design and technology	<p><u>Cooking and nutrition – bread (link to science irreversible changes) use QCA</u></p> <ul style="list-style-type: none"> • Do they understand and apply the principles of a healthy and varied diet? • Can they describe what they do to be both hygienic and safe? • How have they presented their product well? • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Developing and planning</p> <ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they suggest some alternative plans and say what the good points and drawback are about each? <p>Working with tools, equipment, materials and components to make quality products.</p> <ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?
Music	<p><u>Composing</u></p> <ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Do they understand the relation between pulse and syncopated patterns?</i> • <i>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</i>
French	<p>Listening and responding</p> <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p>Speaking</p> <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges?

	<ul style="list-style-type: none"> • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p>Reading and responding</p> <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?
PSHE	<p>e-safety lesson</p> <p>Healthy Me</p> <p>Smoking Can they make a healthy choice?</p> <p>Alcohol Have they eaten a healthy, balanced diet?</p> <p>Emergency aid Have they been physically active?</p> <p>Body image Can they keep themselves and others safe?</p> <p>My relationship with food Do they know how to be a good friend and enjoy healthy friendships?</p> <p>Healthy me Can they keep calm and deal with difficult situations?</p>
Enrichment	<ul style="list-style-type: none"> • Anthony Glen – Romeo and Juliet • Science museum • Football tournament