

<u>Year Five Term 5</u> <u>Living Things And Their Habitats</u>	
English	<p>Main Text: The Piano (film) Unit 1: Poetic style – wordplay, rhyme, metaphor, word choice (Pie Corbett free verse linked to character in the Piano)</p> <p>Unit 5: Film narrative The Piano</p> <p>Unit : Recount</p>
	<p><u>Reading for Enjoyment</u></p> <p>Hacker – Malorie Blackman</p> <p>Picture Book – War Game</p>
Mathematics	<ul style="list-style-type: none"> • Place Value • Fractions • Measures (time) and statistics • Geometry • Addition and subtraction • Multiplication and division
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, amphibians, an insects and a bird? • Describe the life process of reproduction in some plants and animals • Describe the life cycles of common plants? • Explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) <p>Challenging</p> <ul style="list-style-type: none"> • <i>Observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?</i> • <i>Compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests</i> <p>Ideas</p> <ul style="list-style-type: none"> • Pupils should raise questions about their local environment throughout the year. • Observe lifecycles in a variety of living things e.g. plants in the vegetable garden/flower border and animals in the local environment. • Find out about the different types of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals. • Work scientifically by comparing the lifecycles of plants and animals in their local environment with other plants around the world (rainforests, oceans, desert areas and in prehistoric times) comparing similarities and differences. • Try to grow plants from different parts of the parent plant e.g. seeds, stem, root cutting, tubers, bulbs. • Observe changes in an animal over a period of time (e.g. hatching and rearing chicks) comparing how different animals grow and reproduce.
History	No History
Geography	No Geography
Computing	<p><u>Safety – see AT1</u></p> <p><u>Database</u> - Into to spreadsheets ITASS plans</p> <ul style="list-style-type: none"> • Focus; create a formula in a spreadsheet and then check for accuracy and plausibility. • <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>Animal or Human?</u></p> <ul style="list-style-type: none"> • Should all creatures be treated equally? • Do animals ever have a case against humans? • What do two religions say about how animals should be treated? • What wise words can we create? • What footprint do we want to leave on the world?
Physical Education	<p><u>Invasion games – netball (use QCA and Matalan)</u></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? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • 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>Sports Coach – Outdoor and Adventurous</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? <p>Can they change their plan if they get new information?</p> <ul style="list-style-type: none"> • 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?
Art and Design	<p>Painting – link to Artist Day</p> <ul style="list-style-type: none"> • Create a range of moods in their paintings? • Express their emotions accurately through their painting and sketches? <p>Drawing – Objects and meanings (link to science) use QCA</p> <ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?
Design and technology	No DT
Music	<p>Performing</p> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • •Can they sing and use their understanding of meaning to add expression? • •Can they maintain their part whilst others are performing their part? • •Can they perform ‘by ear’ and from simple notations? • •Can they improvise within a group using melodic and rhythmic phrases? • •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they use pitches simultaneously to produce harmony by building up simple chords?</i> • <i>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</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? • 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>Relationships</p> <p>Recognising me Do they know how to make friends?</p> <p>Getting on and falling out Can they try to solve friendship problems when they occur?</p> <p>Girlfriends and boyfriends Can they help others to feel part of a group?</p> <p>Girlfriends and boyfriends Can they show respect in how they treat others?</p> <p>Relationships and technology Do they know how to help themselves and others when they feel hurt or upset?</p> <p>Relationships and technology Do they know and show what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • Living Eggs chicks/ducks/butterflies • Pet in the classroom • Visit to ecology centre Mile End • Soanes Centre • Natural History Museum • London Zoo • Art week • Science week