

Engage:

Express:

Literacy

Spoken Language:

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Participate in discussions, presentations, performances, role play, improvisations and debates

Reading:

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Retrieve and record information from non-fiction

Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Writing:

Note and develop initial ideas, drawing on reading and research where necessary

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

Using the perfect form of verbs to mark relationships of time and cause

Using expanded noun phrases to convey complicated information concisely

Use a wide range of devices to build cohesion within and across paragraphs

Use brackets, dashes or commas to indicate parenthesis

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Mathematics

Please see the objectives in the autumn term success and challenge cards

Personal, Social and Emotional Development

PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong

Waiting for what you want – persistence (keeping going)

Resilience – bouncing back/maintaining effort

Setting and achieving goals

Ladder to success I would be, but

Excuses, excuses! Making wise choices

Planning for: "Looking at risk"

Being Different and Equal

What have Black British men and women contributed to the world we live in?

R.E.: The Christian Way of Life (1)

Children should learn about ways of life –

- from the New Testament

- in society, past and present

- through social responsibility as a community and as an individual

- attitudes to personal, social and global issues, considering the teachings of Christianity as expressed for example in the Ten Commandments, the Two Great Commandments, The Sermon on the Mount - the Beatitudes

SPRING TERM 1

Objectives

Treasure Hunters: Alchemy Island Year 5

Knowledge Outcomes

What are the 8 parts of a compass?

What does a four figure grid reference indicate on a map and what does a six figure grid reference indicate on a map?

What are climate zones?

What is a biome?

Challenge

What are vegetation belts and what do they do?

Languages

Healthy Eating

Recall nouns for fruits and vegetables. I can identify the gender of the noun.

Recall and use numbers between 0 and 50 and I can ask for quantities of fruit and vegetables.

Participate in a simple shopping dialogue at the market.

Understanding of the World

Geography: Physical geography

Describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes.

Use the eight points of a compass, four and six figure grid references, symbols and keys to build knowledge of the wider world

History:

Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

To learn about a non-European society that provides contrast with British society

Science: Properties and changes of materials

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.

COMPUTING: Online

Use advance search functions in Google (quotations). Understand websites such as Wikipedia are made by users

Use strategies to check the reliability of information (cross check with another source such as books).

Use their knowledge of domain names to aid their judgment of the validity of websites.

Physical Development

Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Expressive Art and Design

Painting:

Use a range of different painting techniques to create a piece of artwork in the style of a known artist

Critically evaluate and edit (paint over their work).

Begin to use the colour wheel to identify complimentary colours.

Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression