

## Knowledge Outcomes

The 8 parts of a compass are North, South, East, West, North East, South East, South West and North West.

A four figure grid reference indicates a 1Km by 1Km square on a map and a six figure grid reference indicates a 100m by 100m square.

Climate zones are areas with distinct climates that occur in East and West direction around the Earth.

A biome is a community of plants and animals that have common characteristics for the environment they exist in.

**Challenge: Vegetation belts are regions of the world that are home to certain plant species determined by the climate.**

## 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 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: What jobs would we like?

Learn that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.

Know that some jobs are paid more than others and some may be voluntary (unpaid).

Learn about the skills, attributes, qualifications and training needed for different jobs.

Know that there are different ways into jobs and careers, including college, apprenticeships and university.

Understand how people choose a career/job and what influences their decision, e.g. skills, interests and pay. Learn how to question and challenge stereotypes about the types of jobs people can do.

Understand how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.

### 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

## SPRING TERM 1 Objectives

### Treasure Hunters: Alchemy Island Year 5

## 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.

## 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.

### 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: Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

### Computing: iSafe

Learn to be discerning in evaluating digital content.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## 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.

## Expressive Art and Design

### Art and Design: Sculpture

To improve their mastery of art and design techniques, including sculpture with a range of materials.

Plan and create a sculpture.

Evaluate using artistic language.

### Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.