



**Breadth:**

**As writers: Persuasive Letter**

Use and understand the following grammatical features when writing a persuasive letter report:

- Sentence Structure
- Adverbials
- Noun phrases
- Rhetorical questions
- Counter arguments
- Metaphors
- Subordinating conjunctions.
- paragraphs

**Class Reader:** Kick

**Being physically active: Athletics**

- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take-off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.

**As Designers:**

**Arch Structures**

- Draw an annotated diagram of an arch structure.
- Experiment with making a model arch.
- Create a mood board for inspiration for designs.
- Make a product design for an arched bridge.
- Make an arched bridge – adapting designs as needed.

**As scientists:**

**Animals – including humans**

- Understand the life processes of a plant.
- Understand the life cycles of mammals.
- Compare the life cycles of insects and amphibians.
- Understand the life cycle of birds and reptiles.
- Know about the life and work of Jane Goodall and David Attenborough.
- Research and present the life cycle of a creature.

**As readers:**

- Recommend books
- Explore the meaning of words
- Make comparisons
- Infer
- Summarise
- Retrieval
- Explain

**As Mathematicians:**

- Fractions
- Decimals and percentages
- Properties of shape
- Position and Direction
- Converting Units

**As linguists (French):**

- Use basic language structures in the context of counting into thousands.
- Speak and write phrases linked to age.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Understand basic grammar appropriate to the language being studied

**As musicians:** How Does Music Connect Us with the Environment?

Listen to, appreciate, understand and perform:

- You and Me
- A Bright Sunny Day
- You Belong with Me

<b>As computer Experts: Game Developing</b> <ul style="list-style-type: none"> <li>• Explain how selection is used in computer programs.</li> <li>• Understand that a conditional statement connects a condition to an outcome.</li> <li>• Explain how selection directs the flow of a program.</li> <li>• Design a program that uses selection.</li> <li>• Create a program that uses selection.</li> <li>• Evaluate a program.</li> </ul>	<b>As historians: The Victorians</b> use a timeline to identify significant events in the Victorian era. <ul style="list-style-type: none"> <li>• Explain what the industrial revolution was and name some of the significant inventions of Victorian times.</li> <li>• Name some countries in the British Empire.</li> <li>• Describe some of the jobs Victorian children did.</li> <li>• Compare Victorian and modern day schools</li> <li>• Describe the difference between the lives of rich and poor Victorians.</li> </ul>	<b>Religious Education:</b> <ul style="list-style-type: none"> <li>• Understand how a Christian shows commitment to God.</li> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> </ul>	<b>As citizens (PSHCE): Changing Me</b> <ul style="list-style-type: none"> <li>• Awareness of self-image and body</li> <li>• Describe how boys' and girls' bodies change during puberty</li> <li>• Understand that sexual intercourse can lead to conception and that is how babies are usually made – <i>Please note parents have the right to withdraw their child from this lesson.</i></li> <li>• Identify things to look forward to when becoming a teenage as well growing responsibilities (age of consent)</li> <li>• Identify things to look forward to in Year 6</li> </ul>
<b>Key Vocabulary:</b>	Living organism, naturalist, primatologist, metamorphosis, endangered, asexual, reproduction, fertilisation, placental mammal, monotreme mammal, British Empire, Industrial Revolution, arch structure, keystone, impost, pier, voussoir		

<b>Curriculum Drivers:</b>	<b>Curiosity:</b> <ul style="list-style-type: none"> <li>• When was the Victorian era?</li> <li>• Why was the Victoria era important?</li> <li>• What were the main inventions during Queen Victoria's reign?</li> <li>• What can different historical sources tell us about the period in history?</li> </ul>	<b>Knowledge of the wider world:</b> <ul style="list-style-type: none"> <li>• How have the Victorians influenced the modern world?</li> <li>• How can we use artefacts and sources of information to understand the Victorian's influence?</li> <li>• Consider the role social media and the internet plays in our self-images.</li> </ul>	<b>Aspirations:</b> <ul style="list-style-type: none"> <li>• Knowledge of different careers – historians, scientists, engineers</li> <li>• Knowledge of how to make a positive impact on our community</li> </ul>
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<b>Home learning:</b>	Year 5 homework for this term will be the following: <ul style="list-style-type: none"> <li>• Weekly logging into Spelling Shed to practise the weekly spellings – 6 games to unlock other games – the spellings can be practised in their homework books too.</li> <li>• Weekly logging into Times Tables Rockstars – 15 minutes to release other games.</li> <li>• Reading- recorded into the reading diary to be entered into the readers raffle every Thursday and Key Stage 2 readers raffle at the end of term.</li> <li>• One item to be chosen from the homework menu per week, to be handed in on the last Wednesday of term</li> </ul>
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