

<p style="text-align: center;">English Core Text: Skellig <u>Non-Fiction</u> Information Text: Planet – fact files <u>Fiction</u> Narrative - Suspense narrative: combining speech and action</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u> Identify scientific evidence which does or does not provide evidence for an idea or argument. Plan a scientific enquiry to answer a question, including recognising and controlling variables. <u>Earth and Space</u> Explain why we know the sun, earth and moon are spherical. Name and describe features of the planets in our solar system Order the planets in our solar system. Name and describe features of the planets in our solar system Order the planets in our solar system. Explain day and night and the apparent movement of sun across the sky. Ask investigative questions to gain a deeper understanding of an astronaut's life.</p>	<p style="text-align: center;">Computing <u>Coding</u> To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. To review coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program. To design and write a program that simulates a physical system To review the use of number variables in 2Code. To explore text variables. <u>Online Safety</u> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology and children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>
<p style="text-align: center;">Maths <u>Place Value</u> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Add and subtract numbers mentally with increasingly large numbers. <u>Addition and subtraction</u> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multistep problems in contexts deciding which operations and methods to use</p>	<p>Year 5 Term 1 Understanding what it is to be civilised.</p>	<p style="text-align: center;">PE <u>Indoor - Swimming</u> To focus on swimming 25 meters front crawl using different breathing techniques. To develop breathing techniques relating to swimming speeds in front crawl. To use sculling to assist in floatation and movement in self-safety. To introduce the basics of breaststroke. To develop back and breast stroke. To look at different self-rescue techniques and complete assessment. <u>Outdoor – Rugby</u> To dodge and weave using speed and direction. To become familiar with a rugby ball. How to hold it and how to catch it with two hands. To use the correct technique to throw the rugby ball backwards down a line and whilst moving. To tag a player and learn the rules associated with tagging. To know how to pass and move towards a goal area, combining passing and running skills using and developing tactics. To work as a team communicating ideas and rules.</p>
<p style="text-align: center;">Art A collage piece inspired by Artist Peter Thorpe and his fascination with space. Children use multi-media to layer different material and use mediums to create a piece of art reflecting their learning in Science.</p>		<p style="text-align: center;">History Standing on the shoulders of giants. How mankind treats differences in society. Studying key figures in the civil rights movement from the recent past and in modern history. Concentrating on local and global issues surrounding race, sex and disability. Key skills involve studying famous people in history, understanding the timeline to social change in different countries and globally. Understanding primary sources from different decades from 1900 onwards, being able to apply reasoning to historical bias and secondary sources.</p>
<p style="text-align: center;">Design Technology African clay beads and jewellery: children design and create a prototype after careful planning using traditional inspiration and patterns. Use a variety of tools to produce a finished wearable product that can be reused. This will include a larger coil clay construction as a focal point to the design.</p>	<p style="text-align: center;">PSHE To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone The relationship between rights and responsibilities The importance of having compassion towards others The different groups that make up their community To value the different contributions that people and groups make to the community. About diversity: what it means Stereotypes; how they can negatively influence behaviours and attitudes towards others Prejudice; how to recognise behaviours/actions which discriminate against others</p>	<p style="text-align: center;">RE <u>Family: Ourselves</u> To understand the experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit. To know that for Christians the pattern and ideal of family life is found in the Scriptures. To understand that God is the loving parent of the human family and Jesus was born and lived in a human family. To recognise the qualities God gives us and wants us to develop. To explore our similarities and differences. To know that everyone is unique and understand the term individuality.</p>

<p style="text-align: center;"><u>MFL</u></p> <p style="text-align: center;">Space exploration - in French</p> <p>This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Links can be made with English as they use figurative language and write poems, Science and with our KS2 computing unit on space.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Composer – Richard Strauss</u> Listening, Composing, Dynamics, Singing, Composing, Structure, Dynamics. David Bowie – Space Oddity</p> <p style="text-align: center;"><u>Composition notation (Theme: Ancient Egypt)</u> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Understanding and recognising key countries around the globe in context to social reform. Locating countries with high migration, giving reasons for these moves and the effects this has. Using an atlas to complete tasks using the index and coordinates.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: A Long Walk to Water</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Discussion Text: Are all people equal?</p> <p style="text-align: center;">Persuasive Text: speeches to bring about change.</p> <p style="text-align: center;">Narrative: War of The Worlds based writing based on a journey.</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;">Rhyme, meter and purpose. A study of poetry that brought change.</p> <p style="text-align: center;">Maya Angelou and other significant African-American poets.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Scientific Enquiry</p> <p style="text-align: center;">Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p style="text-align: center;">Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests.</p> <p style="text-align: center;">Earth and Space continued...</p> <p style="text-align: center;">The movement of the moon and gravitation</p> <p style="text-align: center;">Forces.</p> <p style="text-align: center;">Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p style="text-align: center;">Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – research Felix Baumgartner’s fall from space.</p> <p style="text-align: center;">Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p style="text-align: center;">Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Spreadsheets</p> <p style="text-align: center;">Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.</p> <p style="text-align: center;">To copy and paste within 2Calculate.</p> <p style="text-align: center;">Using 2Calculate tools to test a hypothesis.</p> <p style="text-align: center;">To add a formula to a cell to automatically make a calculation in that cell.</p> <p style="text-align: center;">Using a spreadsheet to model a real-life situation and answer questions.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Multiplication and Division</p> <p style="text-align: center;">Multiply and divide numbers mentally drawing upon known facts.</p> <p style="text-align: center;">Multiply and divide whole numbers by 10, 100 and 1000.</p> <p style="text-align: center;">Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p style="text-align: center;">Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p style="text-align: center;">Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p style="text-align: center;">Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p style="text-align: center;">Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p style="text-align: center;">Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p style="text-align: center;">Area and Perimeter</p> <p style="text-align: center;">Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p style="text-align: center;">Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p>	<p>Year 5</p> <p>Term 2</p> <p>Understanding what it is to be civilised.</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Indoor – Dance</p> <p style="text-align: center;">Using music/songs from theatre such as Oliver ‘Consider Yourself’ and Mary Poppins To respond to a different piece of stimuli. They explore different ways to use movement to reflect the theme and they link movements individually as a whole class.</p> <p style="text-align: center;">To use formations in a paired or group dance to make it more creative and more aesthetically pleasing.</p> <p style="text-align: center;">To learn how to flow into routines using different movement and links.</p> <p style="text-align: center;">To create a clear, middle and an end to their routines.</p> <p style="text-align: center;">Performance/assessment week: To practice, repeat then perform dance routine to an audience</p> <p style="text-align: center;">Outdoor – Basketball/Handball/Netball</p> <p style="text-align: center;">To understand the rules of basketball and explore different ways of moving with the ball effectively.</p> <p style="text-align: center;">To learn different techniques to dribble the ball with control.</p> <p style="text-align: center;">To learn a variety of different passes and use tactics to use them in a game situation.</p> <p style="text-align: center;">To be able to shoot with control and accuracy.</p> <p style="text-align: center;">To use all skills learnt and put them into a game situation.</p> <p style="text-align: center;">To be able to plan and run a mini tournament.</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;">Children study the artist Klimt and his use of precious metals in his work. Study includes intricate patterns and the use of masculine and feminine shapes in society. The work included multi-media use including water colour washes and overlays, stencils, line and proportion.</p>		<p style="text-align: center;">History</p> <p style="text-align: center;">Studying individuals in the civil rights movement and their contribution to modern society. Bringing the history into context by applying the knowledge to the role of the United Nations, the Rights of the Child and whether this applies to all.</p>
<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Fruit and its properties: looking at ways to eat fruit and make it more appealing.</p> <p style="text-align: center;">Smoothie design, tasting and baking with fruit. Adapting and creating a fruit based recipe and assessing its taste, ease of making and edibility.</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p style="text-align: center;">To recognise there are human rights, that are there to protect everyone</p> <p style="text-align: center;">The relationship between rights and responsibilities</p> <p style="text-align: center;">The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p style="text-align: center;">The different groups that make up their community; what living in a community means</p> <p style="text-align: center;">To value the different contributions that people and groups make to the community.</p> <p style="text-align: center;">About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p style="text-align: center;">RE- Hope and Mission</p> <p style="text-align: center;">Advent Christmas/Loving</p> <p style="text-align: center;">To know and understand the feelings of waiting and hopefulness.</p> <p style="text-align: center;">To understand that advent is the church’s season of waiting in joyful hope for the coming of Jesus, the promised one, at Christmas and at the end of time.</p> <p style="text-align: center;">To acquire the skills of assimilation, celebration and application of the above</p> <p style="text-align: center;">To be able to describe, show understanding and make links between scripture texts and belief in the coming of Jesus.</p> <p style="text-align: center;">Local Church – community: mission</p> <p style="text-align: center;">To be able to show they understand why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.</p> <p style="text-align: center;">Be able to engage and respond to questions of how religious teaching affects life and work within</p>

	<p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experience</p>	<p>a community and diocese</p> <p>To describe and show they understand how dioceses and different Christian communities continue to carry out their work and mission of Jesus by making links between this and what they have read in scripture.</p>
<p style="text-align: center;"><u>MFL</u></p> <p style="text-align: center;">French monster pets</p> <p>Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>South and West Africa</u></p> <p>Children learn 'Shosholozá', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.</p> <p>Explore instrumental music that is composed to build space imagination - War of the Worlds music.</p> <p style="text-align: center;">Christmas Production</p>	<p style="text-align: center;"><u>Geography</u></p> <p>A study of two contrasting locations in Africa. Sudan and Ghana. Focusing on the diverse cultures, the work will explore the common misconceptions of the continent. Then look in detail at the lives of people living there, how the geography of the land affects them, their normality, their struggles and successes. An in-depth study of conflict resolution and education success is included.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: Street Child/Great Expectations</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Instructions: How to escape the workhouse.</p> <p style="text-align: center;">Narrative</p> <p>Great Expectations inspired writing detailing the meeting of Pip and Magwitch. Children learn to apply inference using action and embed speech.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Scientific Enquiry</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests.</p> <p style="text-align: center;">Forces</p> <p>Identify the effects of air resistance – explore air resistance with parachute designs.</p> <p>Identify water resistance – design and build streamline shapes.</p> <p>Investigate the affects friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Databases</p> <p>To contribute to a class database.</p> <p>To learn how to search for information in a database.</p> <p>Children have designed an avatar for a class database.</p> <p>To create a database around a chosen topic.</p> <p>Children can add records to their database.</p> <p>Children know what a database field is and can correctly add field information.</p> <p>Children understand how to word questions so that they can be effectively answered using a search of their database.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Multiplication and Division</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p style="text-align: center;">Number: Fractions</p> <p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $2\frac{5}{6} + 4\frac{5}{6} = 6\frac{5}{6} = 1\frac{1}{6}$].</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$].</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>Year 5</p> <p>Term 3</p> <p>Empire and Expansion.</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Indoor – Swimming</p> <p>To focus on swimming 25 meters front crawl using different breathing techniques.</p> <p>To develop breathing techniques relating to swimming speeds in front crawl.</p> <p>To use sculling to assist in floatation and movement in self-safety.</p> <p>To introduce the basics of breaststroke.</p> <p>To develop back and breast stroke.</p> <p>To look at different self-rescue techniques and complete assessment.</p> <p style="text-align: center;">Outdoor – Hockey</p> <p>To develop different grips depending on the action needed.</p> <p>To dribble in all directions including reverse dribble.</p> <p>Passing on the move over different distances focusing on the different grips available.</p> <p>To try and outwit defenders using various dribbling and passing techniques in attack.</p> <p>To explore how to defend and not be outwitted.</p> <p>To show how to use the learnt skills in a game environment.</p>
<p style="text-align: center;">Art</p> <p>Studying the miniatures of the Victorian period, stamps, engravings, cameo jewellery and why they were important at that time. Nicholas Hilliard, Samuel Cooper and John Smart are artists for some of the examples used to inspire detailed drawing of a Queen Victoria cameo to be transferred onto a soap carved 3D image.</p>		<p style="text-align: center;">History</p> <p>A study of the expansion of the British Empire across the globe. Looking at the achievements of Queen Victoria and the leaps in engineering, construction and transport that happened during her reign. Included are the key historical trade routes across Europe and beyond, links with India, Africa and the growth of markets throughout this era. Key figures that changed the course of Great Britain are studied along with their contribution to our current lives.</p>

<p style="text-align: center;"><u>Design Technology</u></p> <p>Focusing on the architects of the Victorian age, Isambard Kingdom Brunel and Joseph Paxton. Learning about their main achievements, their areas of expertise, what inspired them and how their work is viewed today? The children will complete a STEM building challenge about structures and strength in a project based on three stages: design, build and reassessment.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;"><u>Families and positive relationships</u></p> <p>Recognise there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>Learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>That a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>To recognise and respect that there are different types of family structure, that families of all types can give family members love, security and stability</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p style="text-align: center;"><u>RE- Sacrifice</u></p> <p style="text-align: center;"><u>Mission:Community</u></p> <p>To know that the church, the Christian family, is made up of smaller Christian families called dioceses. Each diocese is led by a bishop. The bishops continue the work of ‘the twelve’ apostles who continued the work and mission of Jesus. Jesus is the head of these families.</p> <p style="text-align: center;"><u>Lent- Easter/Giving</u></p> <p>To know and understand that Lent is the season when Christians practise both giving and giving up to identify with the complete, self-offering of Jesus which is remembered in the liturgy of Holy Week and the Easter Triduum (Holy Thursday, Good Friday and Easter Vigil</p> <p>To use religious terms to show an understanding of the different liturgies of Holy Week and the Easter vigil</p> <p>To show understanding of how believe in the sacrifice Jesus made, and belief in the resurrection shapes lives.</p>
<p style="text-align: center;"><u>MFL</u></p> <p style="text-align: center;"><u>Shopping in France</u></p> <p>Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Blues</u></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.</p> <p>“Oliver” soundtrack – “Who Will Buy?” – compose street calls in groups linked to Oliver / Victorian times and perform them together as if it is a typical street scene.</p> <p>Using music/songs from theatre such as Oliver ‘Consider Yourself’ and Mary Poppins</p> <p style="text-align: center;">Link with PE Dance unit</p> <p style="text-align: center;">Use instruments to compose music in RE</p>	<p style="text-align: center;"><u>Geography</u></p> <p>The extent of the Empire in Victorian times will be mapped using atlases and used to learn the main capitals, countries and trade items valued at the height of the Empire. Trade routes and the migration will be discussed as part of the history learnt.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: The Pearl Diver</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Explanation test on How Rivers travel from source to sea or How a lifecycle of a mythical creature progresses.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Scientific Enquiry</u></p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p style="text-align: center;"><u>Materials and Properties</u></p> <p>To compare materials according to their properties.</p> <p>To investigate thermal conductors and insulators.</p> <p>To investigate with electrical conductors to make the bulb shine at its brightest.</p> <p>To investigate which materials dissolve.</p> <p>To use different processes to separate mixtures of materials.</p> <p>Identify and explain irreversible chemical changes.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;"><u>Games Creator</u></p> <p>Children can review and analyse a computer game.</p> <p>Children can begin the process of designing their own game.</p> <p>Design the setting for their game so that it fits with the selected theme.</p> <p>Upload images or use the drawing tools to create the walls, floor and roof</p> <p>Children can design characters for their game.</p> <p>Children can decide upon, and change, the animations and sounds that the characters make.</p> <p>To finish and share the game - Children can make their game more unique by selecting the appropriate options to maximise the playability.</p> <p>Children can write informative instructions for their game so that others can play it.</p> <p>Children can evaluate their own and peers' games to help improve their design for the future.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;"><u>Fractions</u></p> <p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example 0.71 = 71/100]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p style="text-align: center;"><u>Decimals and Percentages.</u></p> <p>Decimals Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Number: Percentages Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25</p>	<p>Year 5</p> <p>Term 4</p> <p>Empire and Expansion.</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Indoor – Agility/Yoga</u></p> <p>To understand what the term agility means. They also learn to test their agility using a number of different tests.</p> <p>To take part in a number of agility drills which require them to move at speed. They understand that speed, coordination and balance are all required to perform well at agility exercises.</p> <p>To understand what is meant by the term co-ordination and how they can test their co-ordination in a number of tests.</p> <p>To take part in a number of balance and strength drills and learn to test their balance using a number of tests including yoga poses.</p> <p>To learn how to improve balance and stability using focusing techniques.</p> <p>To use breathing techniques through each pose and combination of poses</p> <p>To use all skills learnt and with a partner or small group work out yoga routine and perform to whole class.</p> <p style="text-align: center;"><u>Outdoor-Tennis</u></p> <p>To learn the correct technique to perform the forehand and backhand balances and shots whilst on the move thinking about their court position following the shot.</p> <p>To understand where and how to perform the volley and how to serve underarm and overarm shots using the correct technique.</p> <p>To develop and perform all tennis shots and techniques into a rally with a partner.</p>
<p style="text-align: center;">Art</p> <p>Needlework and patterns inspired by the Arts and Crafts movement in Victorian Times. Children study the main drivers of the Arts and Crafts movement in fabric and especially needle work designs. Choose colours and create a design that can be embroidered onto binka fabric using the intricate patterns of the Victorian Era.</p>		<p style="text-align: center;">History</p> <p>Rochester is the basis of study using maps and images from Victorian times. Visiting local places of historic value (Guildhall Museum and building of importance to Charles Dickens) will build upon geographical knowledge and focus on the importance of the Medway for prison ships, the crime in the area during Victorian times, the Victorian school room and how Pip from Great Expectations would have lived.</p>

<p style="text-align: center;"><u>Design Technology</u></p> <p>Children plan, design and produce a cushion with one embroidered side in the style of Morris, Voysey and the main influencers at that time.</p> <p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p>Children learn about Victorian kitchen gardens, the use of home-grown produce and the seasonal use of fruit and vegetables. They plan, research and finally make a soup based on research and individual plans.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;"><u>Friendship and hurtful behaviour</u></p> <p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p style="text-align: center;">The importance of seeking support if feeling lonely or excluded</p> <p style="text-align: center;">That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p style="text-align: center;">How friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p style="text-align: center;">That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p style="text-align: center;">To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;"><u>Transformation, Freedom and Responsibility</u></p> <p>To understand that Christians believe that the spirit of God is active in each person and in a special way in the community of believers, which is the church. it is the work of the spirit to enable people to hear Gods message, to respond and share it.</p> <p style="text-align: center;">To know that the feast of Pentecost is a celebration of the gift of God's spirit and its transforming power.</p> <p style="text-align: center;">To know what the Holy Spirit is and what it means and how it can affect others.</p> <p>To show understanding of the transforming power of the Holy spirit and how it shapes the lives of Christians and be able to engage with and respond to questions about how the belief in the transforming power of the spirit and the message expressed in Paul's letter give meaning and purpose to life.</p>
<p style="text-align: center;"><u>MFL</u></p> <p style="text-align: center;"><u>French speaking world</u></p> <p>Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Composition to represent the festival of colour (Theme: Holi festival)</u></p> <p>Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p> <p style="text-align: center;">Drumming – with Liz Fisher</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Contrasting locations in the local area: a study comparing Walderslade as a residential commuter suburb and Rochester a small, historic city. Children conduct field research, collect data and note land use in both areas. Google Earth is used to provide global context on the locations in relation to land masses, oceans, continents and trade routes. OS Maps are studied including symbols, keys, coordinates and contours, the study of land is discussed with a view of the river Medway and its key part in the growth of the local population and shape of settlements.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: The Highway Man & Romeo and Juliet</p> <p style="text-align: center;"><u>Fiction:</u> Tragedy based narrative</p> <p style="text-align: center;"><u>Poetry:</u> A study of the Highwayman</p>	<p style="text-align: center;">Science <u>Working scientifically</u></p> <p style="text-align: center;">Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p style="text-align: center;">Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p style="text-align: center;"><u>Habitats</u></p> <p style="text-align: center;">Describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. Describe how some plants reproduce. Describe how some plants reproduce.</p> <p style="text-align: center;">To describe the life process of reproduction in some plants and animals by exploring asexual reproduction in plants. Describe the lifecycles of different mammals.</p> <p style="text-align: center;">Explain what Jane Goodall discovered about chimpanzees and describe Jane Goodall's work with chimpanzees. Explain why chimpanzees are endangered. Compare the life cycles of amphibians and insects. Identify the stages of a bird's life cycle.</p> <p style="text-align: center;">The similarities and differences between different plants' and animals' life cycles.</p>	<p style="text-align: center;">Computing <u>3D Modelling</u></p> <p style="text-align: center;">To be introduced to 2Design and Make. Know what the 2Design and Make tool is for. Explore the different viewpoints in 2Design and Make whilst designing a building. Explore the effect of moving points when designing. Adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. To understand designing for a purpose. Explore how to edit the polygon 3D models to design a 3D model for a purpose. To understand printing and making. Refine one of their designs to prepare it for printing. C Print their design as a 2D net and then created a 3D model. Explore the possibilities of 3D printing.</p>
<p style="text-align: center;">Maths <u>Decimals</u></p> <p style="text-align: center;">Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p> <p style="text-align: center;"><u>Properties of shape</u></p> <p style="text-align: center;">Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°</p>	<p>Year 5 Term 5 Tudor Exploration.</p>	<p style="text-align: center;">PE <u>Indoor-gymnastics</u></p> <p style="text-align: center;">To be able to perform shapes and balances with partner and incorporate them into a short sequence. To be able to perform counterbalances. To understand the principles behind effective starting position, take off, jumping and landing. To be able to perform inversion through a forward and backward somersault. To learn how to perform basic vaults. To be able to create and perform a routine which involves all skills learnt from previous weeks.</p> <p style="text-align: center;"><u>Outdoor- cricket</u></p> <p style="text-align: center;">Learn basic fielding skills whilst moving. Catching and receiving the ball on the move and throwing it at the correct wicket. To develop batting skills to be able to use the correct shot to hit the ball away from fielders. Development of batting and fielding skills in kwik cricket, with over arm bowling. Understand tactics of a game of kwik cricket including scoring runs.</p>
<p style="text-align: center;">Art</p> <p>Turner is the focus with his use of watercolour, washes, study of light and the local area. Children will learn about his life and his time in Margate, how he used the sea as a part of his major works and the techniques that he used to create his images. Brushwork, the use of colour and how to overlay washes will form part of the finish piece produced by the class.</p>		<p style="text-align: center;">History</p> <p>A study of the uses of waterways in history, how many towns and cities grew due to trade and travel of the waterways. Reference is made to the Medway, the Stour and how changes have occurred in history due to these rivers and their uses.</p>

<p style="text-align: center;"><u>DT</u></p> <p>The study of rivers and flooding is used to inspire the children to create a flood proof house. This is a STEM challenge which entails planning, designing a prototype, constructing and reviewing the produced design. Factors of strength, locally sourced products and the area of Bangladesh will need to be considered.</p>	<p style="text-align: center;">PSHE <u>Safe Relationships</u></p> <p>Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>About seeking and giving permission (consent) in different situations</p> <p>Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p style="text-align: center;">RE <u>Freedom and Responsibility</u></p> <p>To understand that Christians believe that the spirit of God is active in each person and in a special way in the community of believers, which is the church. it is the work of the spirit to enable people to hear Gods message, to respond and share it.</p> <p>To know the feast of Pentecost is a celebration of the gift of God's spirit and its transforming power.</p> <p>To know, understand and respond to the Ten Commandments and the Beatitudes.</p>
<p style="text-align: center;">MFL <u>Verbs in a French week</u></p> <p>Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p>	<p style="text-align: center;">Music <u>Looping and remixing</u></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p> <p style="text-align: center;">Drumming – Liz Fisher</p>	<p style="text-align: center;">Geography</p> <p>The study of rivers: children learn the major waterways of the world using map skills and atlases. They understand the process of erosion and deposition, how this can affect the environment. Local rivers are included with the Stour and the Medway being examined.</p> <p>The development of settlements and uses for industry are covered along with the benefits and downfalls of living in close proximity to a waterway. A study of Bangladesh is included with particular reference to flooding and adapting to nature. Deforestation and the effects of progress are examined.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: A Monster Calls</p> <p style="text-align: center;"><u>Fiction:</u> Narrative using speech</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Biography about a fictional sea explorer based on Sir Frances Drake. Including time connectives, focusing on editing skills, showing the use of tenses manipulation and first person.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Working scientifically</u></p> <p>Record data and results of increasing complexity using bar and line graphs, and models. Reporting and presenting findings from enquiries, including causal relationships by analysing data</p> <p style="text-align: center;"><u>Animals</u></p> <p>Describe the stages of human development</p> <p>Describe the changes as humans develop to old age in the context of the development of babies in their first year.</p> <p>Record data and results of increasing complexity using bar and line graphs in the context of the growth of babies in height and/or weight during their first year after birth.</p> <p>Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty.</p> <p>Describe the changes as humans develop to old age by understanding the changes that take place in old age.</p> <p>Report findings from enquiries, including oral and written explanations of results in the context of the gestation period for animals.</p> <p>Comparing gestation periods and life expectancies of animals</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Concept Mapping</p> <p>Understand the need for visual representation when generating and discussing complex ideas.</p> <p>Children can make connections between thoughts and ideas.</p> <p>Children can see the importance of recording concept maps visually.</p> <p>Understand and use the correct vocabulary when creating a concept map.</p> <p>To create a concept map.</p> <p>Children understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'.</p> <p>Children can create a basic concept map.</p> <p>Understand how a concept map can be used to retell stories and information.</p> <p>Children have used 2Connect Story Mode to create an informative text.</p> <p>To create a collaborative concept map and present this to an audience.</p> <p>Children have used 2Connect collaboratively to create a concept map.</p> <p>Children have used Presentation Mode to present their concept maps to an audience.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;"><u>Position and direction</u></p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p style="text-align: center;"><u>Measurements – converting units</u></p> <p>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p> <p style="text-align: center;"><u>Measure volumes</u></p> <p>Estimate volume (for example using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water)</p> <p>Use all four operations to solve problems involving measure.</p>	<h2 style="margin: 0;">Year 5</h2> <h2 style="margin: 0;">Term 6</h2> <h1 style="margin: 0;">Tudor Exploration.</h1>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Athletics</p> <p>To be able to run at speed and perform sprint starts.</p> <p>To run whilst changing direction at speed.</p> <p>To take part in a number of activities which helps them improve their ability to jump for distance including triple jump.</p> <p>To learn the correct technique for throwing a javelin and discuss/ To perform all the skills learnt over the previous weeks (sports day)</p> <p style="text-align: center;">Rounders</p> <p>To perform a two handed and one handed catch when a partner feeds them the ball.</p> <p>To consistently throw and catch with a partner at long distances</p> <p>To learn to strike a bowled ball.</p> <p>To explore the bowling technique using a spin and target throwing.</p> <p>To learn basic rules and positions and play enjoyable modified games.</p>
<p style="text-align: center;">Art</p> <p>A study of portraits from modern expressionist to Tudor traditional.</p> <p>Studying the artists Klee, Kandinsky and the great painters of the Tudor times. Children learn how to express their personality through colour, shapes and emotions. Then study the anatomy of the face and how to represent the basic shapes of the features.</p>		<p style="text-align: center;">History</p> <p>The Tudor times are studied with an in-depth look at explorers of that time, the Armada and its cause and consequences, the role of Sir Frances Drake and the succession of the crown finishing with the rule of Elizabeth I. Crime and punishment are covered with a trip to Hever Castle to experience the era first hand along with work in class. Children learn about the differences between primary and secondary evidence and use the national archives to understand how modern day historians unpick events from the past.</p>
<p style="text-align: center;">DT</p> <p style="text-align: center;">Clay Structures</p> <p style="text-align: center;">Cooking with a variety of different ingredients</p>		<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>Ourselves, growing and changing</u></p> <p>Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>The physical and emotional changes that happen when approaching and during puberty</p> <p>How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for.</p> <p>Information, help and advice about growing and changing, especially about puberty</p> <p>New opportunities and responsibilities that increasing independence may bring</p> <p>Strategies to manage transitions between classes and key stages</p>

MFL

Meet my French family

This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.

Music

Musical theatre

Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

Drumming – Liz Fisher

Geography

Atlases and maps are studied and recreate the journey of Sir Frances Drake's circumnavigation of the globe, the places that he visited and the goods that changed the way we live and eat today. Google Earth can be used to track the voyage and to share the passage that the ships took.