

YEAR GROUP: 5	TERM: Spring 1	TITLE: Pharaohs – The Egyptians
<b>ENGLISH</b>	<b>MATHS</b>	<b>SCIENCE</b>
<p><b>The Iron Man – Character description / narrative.</b> <b>Roads End – Mystery</b></p> <p><b>Reading</b> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p><b>Writing Composition</b> proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Writing - vocabulary, grammar and punctuation</b> Parenthesis Using brackets, dashes or commas to indicate parenthesis Expanded Noun Phrases Using expanded noun phrases to convey complicated information concisely</p> <p><b>Handwriting</b> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p><b>Number: Multiplication &amp; Division</b> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (copied from Number and Place Value)</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-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>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p><b>Number: Fractions (inc decimals and percentages)</b> recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p><b>Forces in action</b> Identify and define the opposing forces that act upon objects moving through air, water or along a surface.</p> <p>Describe the force of gravity, what causes it and how the force of gravity changes (e.g. if we were standing on a different planet). Use study skills to research the work of scientists such as Galileo and Newton.</p> <p>Demonstrate, using a model, how simple levers, gears and pulleys assist the movement of objects using less force.</p> <p>Make predictions, supported by scientific reasoning to test the effects of friction on movement and distance travelled.</p> <p>Compare the speed with which objects of different shapes and surface area fall through air or water, and explain the reason for any differences in terms of the forces acting on the objects.</p> <p>Classify and group forces based on their actions or whether they act directly, or at distance.</p> <p>Use relevant scientific language and illustrations to discuss communicate and justify their scientific ideas</p>

	<p>(appears also in Equivalence) compare and order fractions whose denominators are all multiples of the same number</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>read and write decimal numbers as fractions (e.g. <math>0.71 = \frac{71}{100}</math>)</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>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 as a decimal fraction</p> <p>add and subtract fractions with the same denominator and multiples of the same number</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>)</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>solve problems involving numbers up to three decimal places</p> <p>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</p>	
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COMPUTING	RE	PE
<p><b>Modelling Sketch-up</b> Create data collection forms and enter data from these accurately.</p> <p>Make graphs from the calculations on their own spreadsheet Prepare and present information in a range of forms, using ICT safely and responsibly</p>	<p><b>Sikhs</b> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p><b>Basketball / Netball</b> Explain, evaluate and develop ideas and plans for a game that includes a scoring system.</p> <p>Use different techniques and skills to pass, dribble, travel and shoot in ball games.</p> <p>Mark an opponent, player or players, preventing them for gaining possession.</p>
FRENCH	PSHE	MUSIC
<p>Use a dictionary or glossary to check a spelling Integrate previously learnt language with newly learnt language, using a dictionary to look up unknown words</p>	<p><b>Dreams and Goals</b> Explain what it means to be an ethical consumer and give examples of ethical consumerism in actions, such as Fair Trade. Explain how the allocation and use of resources can affect individuals and communities. Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals</p>	<p><b>Recorders</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p> <p>Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)</p> <p>Perform simple notation on tunes/untuned instruments</p> <p>Improvise and notate musical phrases to develop compositions</p>

	HISTORY	GEOGRAPHY
<p><b>Creating Jewellery / Clay Hieroglyphics</b> Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.</p> <p>Explain how an idea has developed over time.</p> <p>Combine a range of media within a piece of work and explain the desired effect.</p> <p>Name and select appropriate tools for a task and use them with precision.</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g colour and pattern)</p> <p>Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p>	<p><b>Pharaohs – The Egyptians</b> Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p> <p>Follow independent lines of enquiry and make informed responses based on this.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> <p>Explain why people acted as they did.</p> <p>Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.</p> <p>Follow independent lines of enquiry and make informed responses based on this.</p> <p>Explain why people acted as they did.</p> <p>Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p><b>Pharaohs – The Egyptians</b> Compare land use and geographical features on different types of maps.</p> <p>Explain how things change by referring to the physical and human features of the landscape.</p> <p>Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.</p>