

English- Myths and Non-Chronological Reports

Reading:

Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Scan for key words and text mark to locate key information.
Summarise main ideas drawn from more than one paragraph and identify key details which support this.

Writing:

Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later*, *nearby*, *secondly*.
Using devices to build cohesion.
Identify the audience and purpose.
Select the appropriate language and structures.
Use similar writing models.
Blend action, dialogue and description within and across paragraphs.
Note and developing ideas.
Draw on reading and research.
Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.

Mathematics-

Exploring Shapes:

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. 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.

Reasoning with Measures:

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

Compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres(m²) and estimate the area of irregular shapes. Estimate volume and capacity.

Discovering Equivalence:

Mixed number and improper fractions; compare and order fractions with multiple denominators; identify and name equivalent fractions; count in hundredths; write decimals as fractions; recognise and use thousandths; understand per cent and % sign; write percentages as fractions over 100; solve problems involving equivalence of simple FDP.

Science- Forces

The Children will be able to-

- 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, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

The pupils might work scientifically by-

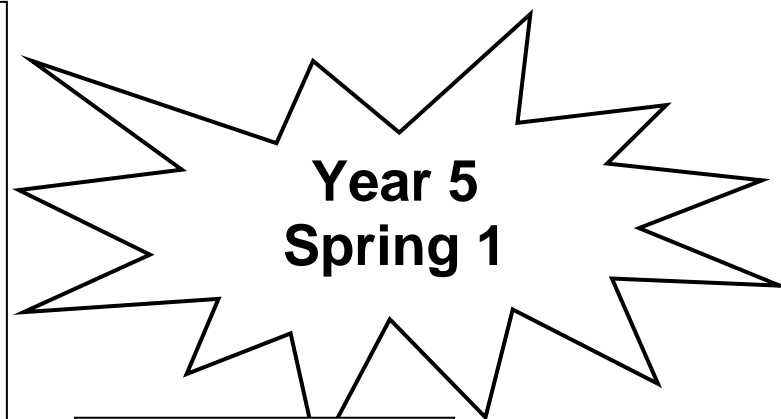
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results 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

DT- Mechanical Systems – Cams, Gears or Pulleys

Consider user and purpose of a product.
Understand how key people have influenced design.
Research and evaluate existing products.
Develop technical vocabulary appropriate to the project.
Identify the strengths and weaknesses of designs.
Record ideas using annotated diagrams, including exploded diagrams.
Use models, kits and drawings to formulate design ideas and use this research to inform their planning.
Make prototypes and develop one idea in detail.
Plan sequences of instructions with named tools.
Refine their product – review, rework & improve.

Computing- Computer Databases

- Understand what a database is and to recognise its features.
- Be introduced and become familiar with a database program.
- Understand that computer databases are much quicker to search than paper ones.
- Know how to perform a quick search using Excel.
- Create graphical date from a spread-sheet.
- Create and use a database to search for information.



PE – Gymnastics and Yoga

Music - Violins

PSHE

Living in the wider world

Religious Studies: Hindu Dharma

Year 5 Key Question: Where can we find guidance about how to live our lives?
Focus Question for this unit: What might Hindus learn from the stories about Krishna? Pupils will explore how Hindu truths are transmitted using stories from revered literature; focusing on the stories of Prince Prahlad and Holika. They will explore how this story is celebrated in the festival of Holi, the victory of good over evil, in the UK and India.

History – The Maya

- Use dates and appropriate historical terms to sequence events and periods of time
- Identify where people, places and periods of time fit into a chronological framework
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales
- Describe key aspects of a non-European society such as the Maya civilisation
- Use a wider range of sources as a basis for research to answer questions and test hypotheses
- Recognise how our knowledge of the past is constructed from a range of sources
- Evaluate sources and make simple inferences
- Choose relevant sources of evidence to support lines of enquiry
- Use appropriate vocabulary when discussing and describing historical events
- Choose relevant ways to communicate historical findings

MFL – La Nourriture

They will learn how to: -

- Ask politely for food items.
- Describe how to make a sandwich.
- Express opinions about food.
- Talk about healthy and unhealthy food.

How can you help?

Please help your child by:-

- Reading regularly at home
- Practising their times tables (Times Table Rock Stars)
- Learning their spellings