
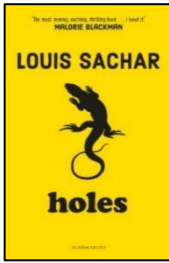





English		Maths	Science
<p>Writing Writing to entertain</p> <ul style="list-style-type: none"> Narrative Descriptions Poetry Characters/settings <p>Grammar</p> <p>-Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze.</i> <i>Theseus, although he was scared, prepared to enter the maze.</i></p> <p>-Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she'd strapped to her belt, quickly.</i></p> <p>-Use a wide range of sentence structures to add interest</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Adverbials</p> <p>Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Conjunctions</p> <p>if when because while as until whenever once since although unless rather</p> </div> </div> <p>Spellings</p> <p>-Words ending in -ably and -ibly. (List 11) -Challenge Words (List 12) -Words ending in 'able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. (List 13)</p>		<p><u>Prior learning</u> Build upon Year 4 fractions, decimals and percentages</p> <p>Number: Fractions</p> <ul style="list-style-type: none"> Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Calculate fractions of a quantity Fraction of an amount Using fractions as - operators <p>Number: Decimals and percentages</p> <ul style="list-style-type: none"> Decimals up to 2 decimal places Decimals as fractions (1) Decimals as fractions (2) Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent fractions, decimals and percentages 	<p><u>Prior learning</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Continued from Spring 1: Earth and space</p> <ul style="list-style-type: none"> -Describe the Sun, Earth and Moon as approximately spherical bodies -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Biology</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>
<p>Reading</p> <p>Holes by Louis Sachar. Wider text: Amazon Adventure</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">    </div> <p>Fiction extracts: identify and discuss themes and conventions. Focus: vocabulary and inference. Consider different viewpoints of the same event.</p> <p>Non-fiction extracts: retrieve facts and discuss language and presentation of texts.</p> <p>Short stories from around the world: continue to develop comprehension skills, as with the key text.</p> <p>Poetry: learn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume. Consider performance.</p> <p>Development of reading accuracy and fluency across a range of age appropriate and challenging texts.</p>			
<p>Foreign languages- French</p> <p>Developing accurate pronunciation and intonation when saying key words and phrases. Key focus: clothes</p>			

PSHE	History	Art and Design and Technology	Computing
<p>Prior Learning Y4 Know the facts about smoking and its effects on health. Know what they think is right and wrong. Know ways to resist when people are putting pressure on them</p> <p>Healthy me</p> <ul style="list-style-type: none"> -Know the health risks of smoking -Know basic emergency procedures including the recovery position -Know how to get help in emergency situations -Know that the media, social media and celebrity culture promotes certain body types -Know what makes a healthy lifestyle 	<p>Prior learning</p> <p>Year 5- - Order significant events and dates on a timeline and discuss /describe events using subject specific terminology</p> <p>Year 5- Autumn Term Vikings chronological understanding.</p> <p>Historical Study (continued from Spring 1):</p> <ul style="list-style-type: none"> -Study of aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. -Local History: How Sutton became: <ul style="list-style-type: none"> -- What was Anglo Saxon 'Birmingham' like? -- How did they trade? -- How is that different today? -Enquiry Question: Was life better in Anglo Saxon England or Viking England? (And how do we know?) -Investigate how significant events have helped to shape the country we live in today -Question the reliability of source material and give reasons why something is / is not reliable 	<p>Art</p> <p>Prior learning</p> <p>Year 5 Autumn 1- Build upon skills used to draw and add texture- apply to different materials</p> <ul style="list-style-type: none"> -I can research and evaluate the ideas and ways of working (approaches) of some different artists, craftspeople, designers and architects. -I can compare and discuss these with others, including taking account of the culture they worked in and their intentions/purposes. <p>DT</p> <p>Prior learning</p> <p>Year 3/4- build upon the skills used when designing, making and evaluating products</p> <p>Science Autumn 2- forces</p> <ul style="list-style-type: none"> -Draw up a specification for their design- link with Mathematics and Science. -Understand how mechanical systems such as cams or pulleys or gears create movement -Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment. 	<p>Prior learning</p> <p>Year 4- Information technology</p> <p>Year 5- inappropriate and appropriate behaviour</p> <p>Year 5 – Safer Internet Day February 2022</p> <ul style="list-style-type: none"> -Check the reliability of an online source and use multiple sites to ensure the use of unbiased content -Children will learn about email safety with a focus on preventing and dealing with spam. -They will consider the importance of strong passwords and learn how to create them. -Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. -They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.

Geography	PE	RE	Music
<p><u>Prior learning</u> Y4 – Science. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Understand key aspects of the Water Cycle (link to Science) -Use geographical language of rivers e.g. erosion, deposition, transportation, transpiration, <i>climate zones, biomes and vegetation belts</i> -Explain and present the process of rivers. -Compare how river use has changed over time -Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>-Use maps to locate and label rivers in the UK Investigate 3 different rivers in the world (one UK, Amazon/ + other choice). -Interpret: Map/ use of digital photos / aerial plan / G I S</p>	<p><u>Prior learning</u> Y4 - Demonstrate good running technique. Reinforce jumping techniques safely and accurately. Throw safely and with understanding</p> <p>- Select and maintain a running pace for different distances. Identify and apply techniques of relay running. -Understand which technique is most effective when jumping for distance, focussing on footwork and landing. -Critically evaluate and recognise theirs and others success and next steps to achieve their personal best.</p> <p><u>Swimming 25m/range of strokes</u> -Develop basic pool safety skills and confidence in water. -Swim 25m confidently, competently and efficiently using any stroke of their choosing, without stopping. -Develop push and glides, any kick action on front and back with or without support aids. -Show breath control. -Water Safety</p>	<p><u>Prior learning</u> Y5- Christianity Theme: Beliefs and moral values</p> <p>Key Questions: How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Religion: Christianity</p>	<p><u>Prior learning</u> Y5 Sing songs in unison and in canon with accurate pitch and increasing expression. Adapting volume and tempo when performing with others.</p> <p>-Sing songs with accurate pitch, controlled breathing and expression. - Maintain my own part and be aware of how the different parts fit together.</p>