

HEROES AND VILLAINS – YEAR 5 SPRING TERM

ENGLISH - READING

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion

SCIENCE

- describe the simple functions of the basic parts of the digestive system in humans
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

HISTORY

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

ENGLISH - HANDWRITING

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

ENGLISH - SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- continue to distinguish between homophones and other words which are often confused
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

ENGLISH - WRITING

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ENGLISH - GRAMMAR & PUNCTUATION

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
 - using brackets, dashes or commas to indicate parenthesis

COMPUTING

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

MATHS

- 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
- multiply and divide numbers mentally, drawing upon known facts
- 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
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

ART/DT

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- investigate great artists, architects and designers in history.
- investigate and analyse a range of existing products
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes
- understand and apply the principles of a healthy and varied diet
- select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

-measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

-calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes

-solve comparison, sum and difference problems using information presented in a line graph

-complete, read and interpret information in tables, including timetables

PE

-perform dances using a range of movement patterns

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

RE

- retell in detail some of the Bible stories covered in the unit.
- ask important and relevant questions about Jesus' teaching.
- describe and show understanding of the Christian beliefs revealed through these stories.
- explain how the parables in the unit answer questions about values and commitments.
- to identify and explain why they think one of Jesus parables has a particularly strong message for the world today.
- retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.
- talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.
- ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions.
- describe the impact of belief in the Easter story on a person's life.

PHSE/RSE

- explain what a habit is, giving examples; describe why and how a habit can be hard to change.
- recognise that there are positive and negative risks; explain how to weigh up risk factors when making a decision; describe some of the possible outcomes of taking a risk.
- demonstrate strategies to deal with both face-to-face and online bullying; demonstrate strategies and skills for supporting others who are bullied; recognise and describe the difference between online and face-to-face bullying.
- define what is meant by a dare; explain why someone might give a dare; suggest ways of standing up to someone who gives a dare.
- recognise which situations are risky; explore and share their views about decision making when faced with a risky situation; suggest what someone should do when faced with a risky situation.
- consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private; recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; know how to protect personal information online; recognise disrespectful behaviour online and know how to respond to it.
- understand some of the complexities of categorising drugs; know that all medicines are drugs but not all drugs are medicines; understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- understand the actual norms around smoking and the reasons for common misperceptions of these.
- identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

FRENCH

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories and songs in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

-identify, write and discuss issues currently in the media concerning health and wellbeing; express their opinions on an issue concerning health and wellbeing; make recommendations on an issue concerning health and wellbeing.

-understand the difference between a fact and an opinion; understand what biased reporting is and the need to think critically about things we read.

-define the differences between responsibilities, rights and duties; discuss what can make them difficult to follow; identify the impact on individuals and the wider community if responsibilities are not carried out.

-explain what we mean by the terms voluntary, community and pressure (action) group; give examples of voluntary groups, the kind of work they do and its value.

-state the costs involved in producing and selling an item; suggest questions a consumer should ask before buying a product.

define the terms loan, credit, debt and interest; suggest advice for a range of situations involving personal finance.

-explain some of the areas that local councils have responsibility for; understand that local councillors are elected to represent their local community.



MUSIC

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the interrelated dimensions of music

-listen with attention to detail and recall sounds with increasing aural memory

-use and understand staff and other musical notations

VALUES THIS TERM

Forgiveness

Service

