




Owls Spring Term Cycle A		 <h2 style="margin: 0;">The Best of Britain</h2> <h3 style="margin: 0;">Teesdale: An Area of Outstanding Natural Beauty</h3>
As a Reader	Word reading	I can apply a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.
	Comprehension	I can read and discuss a wide range of texts from different genres. Class texts: Wind in the Willows by Kenneth Graham Non-fiction books about Rivers, Mining, Farming and Railways. I can recommend books I have read to my peers. I can learn a wider range of poetry by heart – The River’s Story, From a Railway Carriage, I can use my VIPER skills to read with understanding.
As a Writer	Transcription	Spelling programme (NC Key Word List Y5/6) I can spell words with silent letters. I can use prefixes and suffixes and understand the guidance for using them. <i>I can use verb prefixes dis-, mis-, di-, over-, re-, -ate, -ise, -ify -able, -ably -ible, -ibly -cious, -tious -cial, -tial -ant/ -ance/ -ancy -ent/ -ence/ -ency</i> I can use a dictionary and thesaurus appropriately.
	Composition	I can plan, draft, evaluate, edit, proof-read and perform my writing. Narrative – Descriptive extracts – settings, characters and atmosphere Non-narrative – Newspaper Articles, Biographies, Recounts, Persuasive Writing Information texts, Explanations
	SPAG	I can use commas, dashes, brackets to mark relative clauses I can use colons and semi-colons, colons and bullet points, hyphens, ellipsis I can use relative clauses & relative pronouns I can use modal verbs I can recognise the subject and the object within a sentence I can use active and passive voice I can expanded noun phrases I can vary length, structure and subject of sentences. I can use adverbials to develop cohesion within and between paragraphs. I can write in a formal style using the subjunctive form.
Speaking and listening		12 Statutory statements
As a Mathematician		I can identify, name and write equivalent fractions. I can simplify fractions using common factors. I can convert between mixed numbers and improper fractions. I can compare and order fractions with different denominators. I can add and subtract fractions with different denominators. I can multiply and divide fractions. I can read, write and understand place value in decimal numbers with up to 3 decimal places. I can multiply and divide decimals by 10, 100 and 1000. I can round decimals to the nearest whole number or tenth. I can read, write, order and compare decimals. I can recall and use fraction, decimal, percentage equivalence to solve problems.

	<p>I can calculate fractions and percentages of quantities.</p> <p>I can solve problems involving ratio and proportion.</p> <p>I can name 2D and 3D shapes and describe their properties. I can compare and classify 2D and 3D shapes. I can distinguish between regular and irregular polygons. I can build simple 3D shapes – nets I can estimate, measure and draw angles using a protractor. I can calculate missing angles in a right angle, straight line and full turn. I can illustrate and name parts of a circle.</p> <p>I can describe and locate points on a coordinate grid. I can reflect, translate, rotate and enlarge shapes within a coordinate grid.</p>
<p>As a Scientist</p>	<p><u>Living Things</u> I can describe and compare the life cycles of a mammal, amphibian, insect and bird. I can describe the life process of reproduction in plants and animals. I can describe the changes which occur as a human develops from birth to old age. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p><u>Electricity</u> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches I can use recognised symbols when representing a simple circuit in a diagram.</p>
<p>As a Computing learner</p>	<p>Working Scientifically – on going across the year</p> <p>I can use search technologies effectively in research. I can make a PowerPoint about The River Tees – hyperlinks to features of rivers. I can customise a Sprite (farmer) and backgrounds (landscapes) using Scratch. I can create an animation to record knowledge of Farming - Scratch. I can use technology safely and respectfully (Ongoing E-safety) - Risks of Social Media</p>
<p>As a Historian</p> <p>Visit Beamish Museum</p>	<p>I can explain how our locality has changed over time – mining community and the first railways.</p>
<p>As a Geographer</p> <p>Farming – Local farmer Mining- Killope Lead Mine Railways - local walk</p>	<p>I can name and locate Teesdale on maps. I can describe the physical and human features of Teesdale. I can describe local land use and recognise how and why it has changed. I can use compass points, grid references, symbols and keys to build knowledge of Teesdale. I can sketch maps of the river Tees, including High Force Waterfall. I can label and describe features of a river (source, stream, oxbow lakes, waterfalls, meanders, mouth, estuary) I can measure and record the speed of water at points along the river Tees.</p>
<p>As a D.T learner</p>	<p>I can design and construct a bridge. I can use gears to make a motorised train. I can make a Water Wheel.</p>
<p>As an Artist</p> <p>Bowes Museum Visit</p>	<p>Pitman Painting (Bowes Museum Workshop) I can discuss the work of Norman Cornish and express opinions about his art. I can produce artwork in the style of Norman Cornish, using charcoal and chalks.</p> 

	<p>Local Landscapes</p> <p>I can talk about the use of colour, line and shape in the work of David Hockney.</p> <p>I can paint a landscape in the style of David Hockney.</p> <p>I can create a landscape using felt.</p> 
As a Musician	<p>Charanga Scheme Y5– Spring 1 Make you Feel my Love, Spring 2 Fresh Prince of Bel Air</p> <p>I can appraise pop ballads, hip-hop</p> <p>I can play D,E,F,G,A,B,C on a tuned instrument</p>
MFL- as a linguist	<p>Carmel scheme</p> <p>I can say and sing the French alphabet; I can ask how to spell a word; I can spell out a name; I can understand and say some places in the town (Barnard Castle) and use coordinates to play battleships; I can understand directions and give directions on a simple map; I can follow simple directions; I can read and understand a short description of a local journey.</p>
PE- as a sportsperson	<p>Real PE – Social Cog – Dynamic Balance (on a line) and Counter Balance (with a partner)</p> <p>Level 6 I can involve others and motivate those around me to perform better.</p> <p>Level 5 I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others.</p> <p>Level 4 I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>-----</p> <p>Real PE – Physical Cog – Dynamic Balance to Agility (Jumping and Landing) and Static Balance (one leg)</p> <p>Level 6 I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>Level 5 I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>Level 4 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.</p>