

Art

Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt technique within their work.
Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.
Develop skills in using clay including slabs, coils and slips.

English

Possible support materials: *The Men from Jamaica are Settling Down by Benjamin Zephaniah (poem), Carricbean, Brazilian poetry, lymeric.*

Proof read for spelling errors linked to spelling statements for year 5.

Perform his/her own compositions using appropriate intonation, volume and movement so that meaning is clear.

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character

Spell words ending with ible/ibly or able/ably.

Spell homophones and other words that are often confused (English Appendix 1).

Spell some words from the year 5/6 spelling list.

Use prefixes dis, de, mis, over and re.

Use fronted adverbials to show when, where or how.

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

PE

Striking and Fielding/HRF

(i) In this unit pupils will improve the basic skills of sending, receiving, batting and bowling.

(ii) Pupils will play small-sided and modified competitive striking/fielding games.

(iii) Pupils will work on the common skills and principles, including attack and defence to play both kwik cricket and rounders.

(iv) To develop an attitude of fair play, sportsmanship and enjoyment.

Art

Explain and justify preferences to different styles and artists.

Techniques

Use different techniques colours and textures when designing and making pieces of work and explaining his and hers choices.

To create intricate printing patterns by simplifying and modifying sketchbook designs.

Science

Apply and consolidate.

Year 5 Term 6

Madi Gras

RE/ PSHE

Faiths in Greenwich

Key Questions

- What can we discover about the faiths and beliefs in our class and school?
- What can we discover about the faiths and beliefs in the local community and Greenwich?
- How have faith and belief communities in Greenwich changed over the past 50 years?
- What are the reasons for changes in these communities in Greenwich?
- How do faith groups work in partnership with each other and the local community?
- How has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?

This terms activities can be decided by the class teacher.
The new syllabus allows for teachers to take an active role on how best to approach what is relevant to pupils.

Geography

(i) Understand and compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences

(ii) Identify the physical characteristics and key topographical features of the countries within N America

(iii) Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

(iv) Know how rivers erode, transport and deposit materials

(v) Know about the physical features of coasts and begin to understand erosion and deposition

(vi) Know about changes to world environments over time.

Maths

properties of shapes. Continued

White Rose – Geometry – position and direction

-Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

White Rose – measurements – converting units

-Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]

-Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

-Solve problems involving converting between units of time.

White Rose – measures - volume

-Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]

-Use all four operations to solve problems involving measure.

Music

(i) Understand how pulse, rhythm and pitch work together.

(ii) Improvise with increasing confidence using own voice, rhythm and varied pitch.

...using algorithms to optimise measuring, complex algorithmic work to ensure a program's efficiency.

Science

We are learning about Living things and Habitats:

(i) how living things can be grouped (describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

(ii) the reasons why they are grouped together (give reasons for classifying plants and animals based on specific characteristics)

Geography

(i) Use the 8 points of a compass, 4 and 6 figure grid references, symbol and key (OS maps) to build knowledge of the UK and wider world.

(ii) Possible project looking into plans of local cycle highway.