



Year: 5L Term: Spring1 2021			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English Characterisation	Pupils will have looked at characterisations in other novels from previous years. They will use reading skills such as inference and deduction to make justifications on character feelings. Pupils have some awareness of how grammar (verbs, adverbs) show character reactions - show not tell.	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings. • Discuss and evaluate how authors use language. • Selecting appropriate grammar and vocabulary to enhance meaning. • Describe settings, characters and atmosphere. • Use hyphens/commas to avoid ambiguity. • Develop use of subordinate and embedded clauses using relative pronouns and conjunctions. • Use cohesive devices within and across paragraphs to structure writing. • Use correct vocabulary and structures to create formal forms of writing. • Use modal verbs to show degrees of possibility. 	<p>Characterisations:</p> <ul style="list-style-type: none"> • Reveal objects and images from model text and children infer and deduce to make predictions. • Incidental writing opportunity to develop work on abstract nouns • Create some narrative poems about an image using figurative language. • Focus on vocabulary and phrases and the intended effect on reader. • Read and analyse a modelled text focusing on comprehension and evaluate writers' hints. • Look at adverbs and model verbs and use for incidental write from girl's perspective. • Plan and write third person characterisation. • Edit and evaluate writing against writer Hints. <p>Newspapers:</p> <ul style="list-style-type: none"> • Reveal quote from the book -n what does this tell us? Answer questions about the extract.
Newspapers	Children will have prior learning of writing newspaper reports from a significant event in time, e.g. refugees. Children should have		

	<p>understanding of purpose and structure and intended audience. They should be able to identify structural features and be able to identify language taken from newspaper clippings.</p>		<ul style="list-style-type: none"> • Complete words and phrases activity to explore meaning of words and author purpose. • Read and comprehend modelled text. • Analyse and annotate a modelled text to identify writers' hints. • Investigate use of hyphens to avoid ambiguity. • Explore formality in language - identify formal and informal structures. • Plan and write a newspaper article. • Edit and evaluate against writer hints and intend effect.
<p><u>Maths</u> Perimeter/ Area Multiplication</p>	<p>Children will have explored perimeter and area and be able to count square to find the area. They will mostly have a secured understanding of factors to apply in finding the area.</p> <p>Children have a secure understanding of multiplication in formal methods by 2 and 3 digits by 1 digit. They can apply distributive and associative law to make</p>	<ul style="list-style-type: none"> • 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 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 	<p>Perimeter and Area:</p> <ul style="list-style-type: none"> • Measure perimeter and calculate quicker methods. • Measure perimeter of rectilinear shapes using grids. • Efficient methods of calculating perimeter of rectangle. • Perimeter using knowledge of known shapes to find perimeter of missing lengths in compound shapes. • Counting 1cm squares to support with area. • Find area of rectangles and compound shapes. • Find the area of irregular shapes. <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • Recap on multiplication of 2 and 3 digit by 1.

	<p>calculations easier. Children are developing in their knowledge of using known facts to multiply by larger numbers with powers of 10.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use different representations to multiply 4 digits by 1 digit before moving into formal methods. • Multiplication TO X TO using area model and dienes. • Formal methods for long multiplication. • Recap division of 2 and 3-digit dividends. • Formal and efficient methods of division represented in different ways. • Explore division as remainders and represent as fractions and decimals.
<p><u>Science</u></p> <p>Properties and changes of materials</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials). Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter). Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens</p> <p>in degrees Celsius (°C). (Y4 - States of matter)</p> <p>Identify the part played by evaporation and condensation in</p>	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> • Children will predict, investigate, observe and explain what happens when a variety of materials are mixed with water. How do you recover a material from water? • Children will explore ways in which the original materials in some mixtures and solutions may be recovered. • Children will identify solutions which are the product of irreversible reactions between the substances that were dissolved. • Children will learn about reversible and irreversible changes caused by heating or cooling materials. They will then either predict and sort materials according to what may happen when they are heated or cooled or explore irreversible reactions by cooking. • Children will identify several different properties of a range of materials (conductive, magnetic, soluble, flexible, transparent etc.), then either sort given sets of materials, or investigate the properties of some materials. • Children will consider ways in which certain properties of materials make them useful. They will then sort, test and select materials for different uses, depending on their properties.

	<p>the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter)</p>		
<p><u>History</u> Vikings and Anglo Saxons</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children should understand the terms 'invade' and 'settle'. They should be able to describe other invaders of Britain and how this had an impact on British development. They will continue to develop in describing the lives of others once they live in Britain.</p>	<ul style="list-style-type: none"> • Explore what Britain was like before Viking invasions. • Find out about Viking invasions. • Explore Viking settlements and the impact this had on Anglo-Saxons. • Explain and describe the phrase 'Alfred the Great' and where it came from and why. • Explore life as a Viking living in Britain. • Investigate ways Britain became a united England. • Be able to describe life once this era came to an end. 	<ul style="list-style-type: none"> • Consider what happens after the Romans left and the effect. Develop the seven kingdoms and life for Anglo-Saxons before the Vikings • Look at the struggle between the different kingdoms. Find out about Viking invasions and where they came from. • Look at Viking invasions after Lindisfarne. Learn and investigate tensions between Saxons and Vikings and where peace was made. • Learn about the work of Alfred the Great and the work to create a united England. • Explore life of a Viking living in Britain and compare with their previous counterparts. • Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. • Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest.
<p><u>RE</u></p>	<p>Children should have knowledge of key women in the Bible, e.g. Mary. They should discuss how others view these figures in</p>	<p>Know:</p> <ul style="list-style-type: none"> • the stories of significant women found in the Old Testament. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Can the pupils name any of the women mentioned in the Old or New Testaments? Why? Why not?

	<p>the Bible and what they symbolise.</p>	<ul style="list-style-type: none"> that worship can be expressed through prayer, dance compassion and self-sacrifice. that being a person of faith isn't always easy. <p>Can:</p> <ul style="list-style-type: none"> respond sensitively to questions about my own experiences and those of others. make a link between my own values and the values and commitments of the women in the Bible. ask good questions and suggest answers about belonging, commitment, truth and values. talk about the impact the lives of the women whose stories we explored had on God's great salvation plan. describe what inspires me about the lives of the women in the Bible. 	<ul style="list-style-type: none"> Explore Jochebed and her significance. Look at the Prince of Egypt clip and discuss events and emotions. Why can this be described as important - why did she do it? Look at Deborah in the book of judges - why is she respected as a leader. What are her qualities? What was her role in driving peace? Compare significances in similarities and differences with other important women, e.g. Abigail, Ruth etc. Discuss the impact these women led in the Bible and Christian beliefs. What would you say to them now and why? Create a piece of music that Miriam can dance with joy and praise God to,
<p><u>PSHE</u> <u>Jigsaw</u></p>	<p>Children will have explored what it means to have hope and a dream. Children will have explored different feelings/emotions associated dreams and coping with disappointment. Children will have used them to identify how to set manageable targets that are achievable. From this, children will have discussed aspects of resilience and how to have a positive attitude. Children will have used their personal qualities to look at working as team to achieve a goal and share in the success.</p>	<ul style="list-style-type: none"> I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I appreciate the opportunities that learning and education are giving me and 	<ul style="list-style-type: none"> Look at When I Grow Up from Matilda musical and consider its message and how they relate to it. Children to create dream trees to display – children to create their own verse from the song to add to their trees. Explore different job roles and rank them according to their importance. Children will match salaries on their original views. Why do they think this? Children to work with a partner to research their ideal job/career using the internet or school library. Ask the children to create a PowerPoint presentation about their chosen job. Watch clips from BBC to look at aspirations of other children from other cultures. Children to match dreams to pictures of the children they think and consider why they have chosen this. The challenge for Year 5 is for groups of children to either: 1. Devise a sponsorship event that could take place at the fête, e.g. a dance

understand how this will help me to build my future.

- I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.
- I appreciate the similarities and differences in aspirations between myself and young people in a different culture.
- I understand why I am motivated to make a positive contribution to supporting other.

extravaganza, a run around the playground, a bake-off (bake as many cakes as they can in a given time frame and then sell them at the fête) 2. Host an event at the fête for people to take part in, e.g. flowerpot painting, plant a sunflower seed/flower to take away, etc.