

	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy- Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Non-fiction books Biography and autobiography Diary Narrative Report</p> <p>Key text/stories: The Girl of Ink and Stars Kiran Millwood Hargrave</p> <p>Amelia Earhart Ibn Battuta Vasco de Gamma Modern Day: Sarah McNair-Landry Levison Wood Steve Backshall</p>	<p>SPaG: Semi-colons, colons and dashes Hyphens Bullet points Using a colon to introduce a list Devices to build cohesion Adverbials of time</p> <p>Reading: Make comparisons across and between books Learn a wider range of poetry by heart Prepare poetry to read and perform Discuss understanding and explore meaning of words in context Summarise Identify how language structure and presentation contribute to meaning</p>			<p>Maintain attention and participate actively in collaborative conversations</p> <p>ask relevant questions to deepen knowledge and understanding</p> <p>Begin to offer more detailed answers</p> <p>Speak audibly and fluently</p>	<p>Termly assessments and updating of individual targets based on progress demonstrated in a range of daily activities</p> <p>Focus on key aspects of ARE that individuals need support with.</p>
Maths	<p>Fractions multiplying fractions of amounts</p> <p>Decimals and percentages Equivalent fractions and decimals % as fractions % as decimals</p> <p>Perimeter and area</p>	Data management in Science / STEM and DT				Termly assessment

	<p>perimeter of rectilinear shapes perimeter of polygons area of compound shapes</p> <p>Statistics Draw line graphs Read and interpret line graphs and tables.</p>				
Science	<p>Evolution and inheritance. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (carried forward)</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and</p>	<p>Survival of the fittest, Darwin and beak experiment</p> <p>Design an animal to match a location</p> <p>Science reports, recording data, diagrams / labels</p> <p>Improving short aspects of writing such as precise results.</p> <p>Ongoing reports, note taking, evaluating, labelling, explanations and opinions.</p> <p>Exploring and recording data</p> <p>House of Sound challenge activity plus experiment - how does distance affect the volume of a sound Investigation prediction and explanation of how this will take place</p> <p>https://www.stem.org.uk/resources/elibrary/resource/315610/what-factors-affect-pitch-and-volume-sound</p> <p>Experiment covers this LO</p>	<p>Making predictions, recording and presenting results in a range of formats</p> <p>Reading scales (links to Maths work this term)</p> <p>Measuring decibels, distance and application of a fair test</p>	<p>Use the context of a word to understand its meaning</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Retrieval practice and ongoing work in books to reveal understanding and progress</p>

	<p>features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p>Living things and their habitats</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>https://godinton.kent.sch.uk/media/2577/year-5-animal-life-cycles.pdf</p> <p>https://www.kestonprimary.org.uk/wp-content/uploads/2020/03/ED1-Life-Processes-Information-TExt.pdf</p> <p>https://www.stem.org.uk/resources/community/collect/12775/year-5-living-things-and-their-habitats</p> <p>Range of STEM activities</p> <p>Non-chronological report. Creating diagrams, labelling and explanations.</p> <p>Descriptive writing</p> <p>Exploring reproductive parts of a flower</p>	<p>Measuring and recording the growth of plants (growing in different areas / conditions)</p> <p>Creating models</p> <p>Recording of results</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>Working scientifically:</p> <p>Observation over time (plants), pattern seeking (sound), identifying, classifying and grouping (life cycles and processes)</p>	<p>Explore work of naturalists / River walk in local area as part of topic (geography based too).</p> <p>Presentations and research into naturalists</p>			
STEM	<p>Vex Go</p> <p>Ongoing activities in Science and Geography</p>	<p>Building towards Vex Go competition</p> <p>Exploring how sailors used stars to navigate (homework task)</p>		<p>Right angles</p> <p>Measuring distances</p>	
History	<p>History of current and past explorers in various geographic locations - avoid polar regions</p> <p>Finding out about the past (enquiry) Describe and give reasons for the beliefs held by societies in the past</p> <p>Finding out about the past (chronology) Describe features of past events and make links between them</p> <p>Significant Historical People options: Christopher Columbus Amelia Earhart Ibn Battuta Vasco de Gamma</p>	<p>Use of media to explore experiences of explorers</p> <p>Links to PSHCE in terms of ambition, drive and resilience</p> <p>Links to colonialism/ ownership (prior learning in Victorians)</p> <p>Explore their experiences and lives.</p> <p>A wide variety of opportunities to explore writing in role (diary, letter, report etc)</p> <p>Biographical and autobiographical</p> <p>Exploring different styles from past and present and language choices.</p> <p>Project: powerpoint presentation on explorer.</p>		<p>Chronology of key dates</p> <p>Inventions that sailors used to navigate</p>	

	<p>Modern Day: Sarah McNair-Landry Levison Wood Steve Backshall</p> <p>A non-European society that provides contrasts with British society: Mayan civilisation AD900:</p>				
Geography	<p>Would you like to live in a desert?</p> <p>Explore biomes and the human and physical features found in deserts</p>	<p>Locate and explore features</p> <p>Look at threats, and compare two different desert environments</p>	<p>Discussion text: Is a desert environment hospitable?</p>	<p>Temperature comparisons</p> <p>Units of measure</p>	<p>End of unit assessment</p>
Art	<p>Landscapes Environmental art Painting https://www.invaluable.com/blog/famous-landscape-artists/</p> <p>Work with a range of media</p> <p>Research and discuss the approaches of artists</p> <p>Discuss artists' intentions</p> <p>Consider choices to impact the viewer</p>	<p>Painting outside</p> <p>Photography of local landscapes while on Geography field trip</p>	<p>Appraise own and others' work including recognised artists.</p>		<p>Peer assessments</p>

	Kapow Unit - Painting & mixed media: Portraits					
Music	Kapow: Whole class to play a musical instrument - use iPads to introduce the keyboard. Chrome lab to create music electronically. Singing with peripatetic teacher		Explanations of musical terms	Patterns and repeats		Peer assessment (reflect and improve performance)
D/T	Cooking and nutrition: Developing a recipe	Research a traditional recipe and make changes to it. Add nutritional value by selecting ingredients Prepare and cook a version of bolognese sauce				End of unit assessment Self and peer of recipe process and completion
PE	Gymnastics					perform a range of skills fluently and accurately in practice and performance situations.
RE	Completion of 'Sacrifice' What did Jesus do to save human beings? (UC) How do Sikhs show commitment and belonging?	Opportunity for information texts / report writing			See above for English and Maths	Assessment of written tasks

	Why do people use rituals today?					
PSHCE Me, You and the World	<p>Similarities and differences: developing mutual respect towards individuals and differences.</p> <p>Jobs and Money: Contextualise money in the real world - where it comes from, how it is saved and positive choices.</p> <p>First Aid: Understanding dangers, how to stay safe and how to respond to an emergency.</p>	Engage in upcoming national awareness weeks/days, such as "refugee week" and workshops such as '5 ways to Wellbeing.'	Completing job applications			
Computing	Coding -Vex Go in preparation for a competition		Reading comprehension - interpreting and following precise instructions.	Understanding directional language and angles.		Children will be able to construct and operate Vex Go system.

French	<p>Space Exploration</p> <p>Shopping in France</p>	<p>Selecting information from short audio passages</p> <p>Reading and responding to a range of authentic texts</p> <p>French food tasting</p>	<p>writing metaphors</p> <p>Writing a French menu</p>	Money and prices		Ongoing speaking, reading and writing activities (termly assessment - Spring)
Global / Eco links	<p>Adaptation of animals linked to welfare and protective status (Science)</p> <p>Protecting rivers (Geography) considering the environmental impact of plastic pollution - link to local rivers walk</p> <p>DT: Sustainable beef production</p>	Persuasive activities to care for and protect waterways.	Persuasive writing of letter to local Councillors	Research statistics and data		
Career links	<p>Explorers - possibility of organising trip to simonside climbing wall.</p> <p>Transport online session booked for 21st May.</p>					