


<p>English Our English learning follows the National Curriculum 2014. We use it as a guiding framework and will we plan learning beyond its objectives in order to meet the needs of all pupils by enriching with challenge. We know that speaking, listening and reading skills are the foundation of developing high level literacy skills. Therefore we use the principles and guidance from The Power of Reading and Talk for Writing to ensure that our children have broad, balance and rich language and literature lessons using the highest quality texts and high quality first teaching to ensure every child reaches their potential. We want our children to be confident and skilled speakers and we ensure that we teach them the skills to present, debate and perform. We develop a love for reading by creating time and space for children to explore literature either independently or with adult guidance.</p> <p>In Spring 1 we are reading- Varmints We are writing- Stories and a persuasive text In Spring 2 we are reading - Journey to the River Sea We are writing – stories and an information text</p> <p>This term we are Debating - Able to take turns listening carefully to others and politely agreeing or disagreeing with them. Able to present a point of view by presenting evidence and using persuasive language with familiar topics.</p>	<p style="text-align: center;">Year 5 Spring Term – Explorers</p> <p style="text-align: center;">Explorers of the past- Tudor explorers to the new world</p>  <p style="text-align: center;">Dates for your diary: Monday 14th January – EXPLORER day Thursday 30th January – Year 5 Dragons’ Den final for Sullivan Wednesday 6th February – Safer Internet Day - Parent Workshop online safety and stay and learn Friday 15th January – Year 5 Dragons’ Den final at Queens Manor HALF TERM: Monday 18th – Friday 22nd February Wednesday 27th February – KS2 Parents’ Afternoon Tuesday 12th March – Stay and Learn Wednesday 27th March – Stay and Learn Monday 1st-Friday 5th April – Community Week Friday 5th April Easter Bonnet Parade</p>	<p>Maths Our Maths learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils, enrich with challenge and plan for breadth and depth in learning when appropriate. We teach all arithmetic and reasoning in the areas of number and place value, calculation, geometry and statistics. Children develop problem solving and critical thinking skills in order to become fluent and confidence mathematicians. Children learn practical and written methods to solve mathematical problems</p>
<p>Science I am learning to:</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop into old age. <p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian an insect and a bird. describe how some animals and plants reproduce. <p>(Working scientifically skills ongoing)</p>	<p>History – The Tudors – Explorers to the new world I am learning to:</p> <ul style="list-style-type: none"> use relevant terms and period names and labels. make comparisons between different times in the past study different aspects of different people in history study differences between men and women in history Historical enquiry begin to identify primary and secondary resources use the library and internet for research with increasing confidence. develop a secure knowledge and understanding of British, local and world history, establishing clear narratives with and across the periods they study. recall, select and organise historical information effectively communicate my knowledge and understand to a variety of ways to an audience 	<p>PSHE I am learning:</p> <p>Health and Well-being- Growing and changing</p> <ul style="list-style-type: none"> about different ways of achieving and celebrating personal goals how having high aspirations can support personal achievements how to further describe the range and intensity of their feelings to others how to manage complex or conflicting emotions <p>Relationships- Healthy Relationships</p> <ul style="list-style-type: none"> about the consequences of their actions on themselves and others about working collaboratively toward shared goals

<p>MFL Our focus is on being able to communicate clearly in day-to-day situations in Spanish and exploring a different culture. We learn through Listening, Speaking, Reading and Writing skills.</p>	<p>RE Pupils explore Christianity and the other principal religious and non-religious worldviews</p>	<p>negotiation and compromise strategies to resolve disputes and conflict</p> <ul style="list-style-type: none"> to give helpful feedback and support to others <p>Living in the wider world- Environment</p> <ul style="list-style-type: none"> about different kinds of responsibilities (home, school, community and the environment) <p>Values: Tolerance and Co-operation</p>
<p>PE I am learning to:</p> <p>Dance</p> <ul style="list-style-type: none"> exaggerate dance movements and motifs (using expression when moving) demonstrate strong movements throughout a dance sequence. combine flexibility, techniques and movements to create a fluent sequence. move appropriately and with the required style in relation to the stimulus. (e.g using various levels, ways of travelling and motifs.) show a change of pace and timing in my movements. use the space provided to my maximum potential. improvise with confidence, still demonstrating fluency across my sequence. modify parts of a sequence as a result of self and peer evaluation. use more complex dance vocabulary to compare and improve work. <p>Games – Netball & Touch Rugby</p> <ul style="list-style-type: none"> vary skills, actions and ideas and link these in ways that suit the games activity. show confidence in using ball skills in various ways, and can link these together. use skills with co-ordination, control and fluency. take part in competitive games with a strong understanding of tactics and composition. create my own games using knowledge and skills. <p>Evaluation</p> <ul style="list-style-type: none"> watch and describe performances accurately. learn from others how I can improve my skills. comment on tactics and techniques to help improve performances. make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> describe the effect exercise has on the body explain the importance of exercise and a healthy lifestyle. understand the need to warm up and cool down. 	<p>Art and Design – Draw still life using light and position Create a useful object using textiles - South American fruit still life, South American purse using felt and finger knitting.</p> <p>I am learning to:</p> <ul style="list-style-type: none"> understand and use the effect of light on objects and people from different directions interpret the texture of a surface use stories, music and poems as stimuli select and use materials embellish work knit Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc) plan and develop ideas use observation or imagination to create models about the properties of different media <p>Create a South American Taster Menu</p> <ul style="list-style-type: none"> list key features and describe the purpose of their product. research information about the needs and wants of users – using surveys, interviews, questionnaires and internet resources. develop a simple design specification to inform ideas. use annotated sketches, cross-sectional drawings and diagrams. that seasons may affect food. how food is processed into ingredients that can be eaten or used in cooking. how to prepare and cook a variety of food safely and hygienically using a heat source. use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. measure, assembly and apply finishing techniques. evaluate the quality of my design and its effectiveness. evaluate my product against my design specification. evaluate existing products – investigating where and when products are designed and made and whether they can be recycled or re-used. about important inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products. 	<p>Computing Programming- Scratch: Developing Games I am learning to:</p> <ul style="list-style-type: none"> decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity. use a variable to increase programming possibilities. change an input to a program to achieve a different output. use 'if' and 'then' commands to select an action. refine a procedure using repeat commands to improve a program. talk about how a computer model can provide information about a physical system. use logical reasoning to detect and debug mistakes in a program. use logical thinking, imagination and creativity to extend a program. <p>Online Safety I am learning to:</p> <ul style="list-style-type: none"> protect my password and other personal information. explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. that anything I post online can be seen, used and may affect others. talk about the dangers of spending too long online or playing a game. explain the importance of communicating kindly and respectfully. discuss the importance of choosing an age-appropriate website or game. explain why I need to protect my computer or device from harm.

<p>Geography</p> <p>I am learning to:</p> <ul style="list-style-type: none">• understand and use a widening range of geographical terms eg) specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.• identify the physical characteristics and key topographical features of the countries within South America.• about weather patterns around the world and relate these to climate zones• about how rivers erode, transport and deposit materials.• about the physical features of coasts and begin to understand erosion and deposition.• about how humans affect the environment over time• about changes to world environments over time• about why people seek to manage and sustain their environment• Place knowledge• to use maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	<p>Music</p> <p>I am learning to:</p> <p>Listen with attention to detail and recall sounds</p> <p>Use and understand staff and other musical notation</p>	