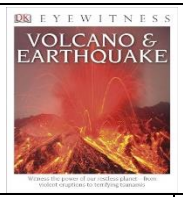
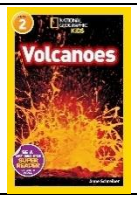
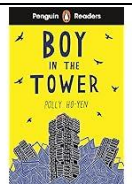
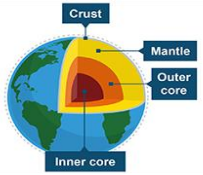
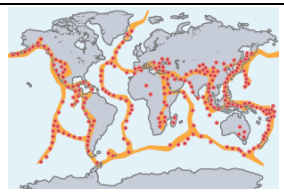
Year 5 Term 5:
What makes the Earth angry?











Breadth:

As writers (English) **Core text for this term:** **Various non-fiction books and textbooks on plate tectonics** • We will explore non-fiction texts on plate tectonics, investigating how authors, researchers and editors collate and present information to instruct the reader on a topic. • We will look at how non-fiction texts use language to convey facts. • We will investigate the differences between formal and informal language, including using the passive voice to retain formality in non-fiction texts. • We will write to inform, creating a report on how plate tectonics cause seismic activity resulting in earthquakes and volcanic eruptions. • We will continue to develop our editing skills.	**As readers (guided reading)** **Core text for this term:** ***The Boy in the Tower* by Polly Ho-Yen** • We will read with confidence, fluency and prosody. • We will identify and discuss themes and conventions in and across a range of writing (fiction, non-fiction and poetry). • We will discuss understanding and explore the meaning of words in context (vocabulary). • We will make inferences from the text using evidence. • We will be able to predict what might happen from details stated and implied. • We will explain how language, structure and presentation contribute to meaning.	**As mathematicians: decimals & percentages, geometry (angles).** • We will write percentages as fractions. • We will recognise the per cent symbol (%) and understand that per cent relates to number of parts per 100. • We will write percentages as a fraction with denominator 100, and as a decimal fraction. • We will s olve problems using knowledge of percentage, decimal and fraction equivalents. • We will add and subtract decimals. • We will classify, measure and calculate angles.	**As scientists: forces (gravity)** • We will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • We will identify the effects of air resistance, water resistance and friction that act between moving surfaces. • We will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • We will work scientifically by planning enquiries to answer questions, including recognising and controlling variables and understanding a fair test. • We will take measurements and record data. • We will present our findings.
As musicians: ukulele instruction • We will enjoy expert tuition from a music teacher for 10 weeks. • We will understand what playing an 'open string' means and which musical note each string plays. • We will learn how to read ukulele tabs in order to play simple chords.	**Being physically active: PE (cricket)** • We will develop skills of throwing (bowling), catching (fielding) and hitting (batting). • We will understand the basic rules of cricket and work as a team to play against our peers.	**As linguists (French): school life** • We will develop our vocabulary to converse about school subjects. • We will use prepositional language and the pronouns il and elle.	**As computer experts: vector drawing** • We will combine the use of pens with movement to create interesting effects. • We will change the position of objects between screen layers (send to back, bring to front).

As geographers: plate tectonics	**As artists: watercolour landscapes**	**Religious Education: commitment**	**As citizens (PSHCE): relationships**
• We will investigate the structure of the Earth and the process of plate tectonics. • We will understand that fault lines lie along plate boundaries and movement along these lines causes tectonic activity. • We will explain how movement in the Earth's plates results in earthquakes and volcanic eruptions. • We will explore geographical case studies of volcanic eruptions and major earthquakes, including those located in the Pacific Ring of Fire. • We will consider why settlements have developed close to volcanic areas and the advantages and disadvantages of this.	• We will explore landscapes painted by impressionist artists. • We will practise drawing skills, developing an understanding of basic perspective with an horizon. • We will develop skills in using watercolour paint to blend and use colours to create atmosphere as we develop a painting from a drawing.	Key questions: how do Sikhs show commitment? • We will understand what the term commitment means for religious people, in particular Sikhs. • We will know what the 5 Ks of Sikhism are, as well as what it means to be a Khalsa Sikh. • We will investigate the ways Sikhs show commitment to god (Waheguru).	• I can know my characteristics and personal qualities. • I will understand that belonging to an online community can have positive and negative consequences. • I will understand there are rights and responsibilities in an online community or when gaming online. • I can explain how to stay safe when using technology to communicate with my friends.

Key Vocabulary:	Non-fiction, report, geographer, plate tectonics, earthquake, volcano, mantle, magma, lava, boundary, Richter, fertile soil, Khalsa, Waheguru, commitment, responsibility, ukulele, percent, gravity, force, resistance, friction, hypothesis, variable.

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	• What causes earthquakes? • How are volcanoes formed? • What is gravity?	• What is it like to live in an area of tectonic activity? • What measures can be implemented to protect communities from the effects of tectonic activity?	• Understanding the work of geographers and scientists working in the field of Earth science. • Be able to play a musical instrument.

Home learning:	
	• **Completing one task per week from the new CGP Maths and CGP Spelling, Punctuation and Grammar workbooks, <u>due in every Tuesday</u>.** • Weekly logging into Spelling Shed to practise the weekly spellings (6 games per week). Spellings can be practised in homework books too, if preferred. • Weekly logging into Times Tables Rockstars (15 minutes to release other games). • Reading 4 times per week, recorded into the reading diary. **<u>Reading diary to be handed in every Tuesday</u>** to be eligible for the readers' raffle (4 reads = 1 raffle ticket, 5 reads or more = 2 raffle tickets). • 2 items to be chosen from the homework grid (**<u>to be handed in on the last Tuesday of term, 21st May</u>**).