

Year 5 Term 6:

How much has our locality changed?



Breadth:

As writers (English)

Core text for this term:

examples of persuasive letters, speeches and advertisements

- We will explore examples of persuasive text, investigating how politicians, marketers and other writers present arguments, products and points of view.
- We will look at how writers use language to persuade others to change their behaviour, with focus on emotive language, rhetorical questions and evidence-based statements.
- We will learn how to use cause and effect conjunctions, logically linking points in a persuasive argument.
- We will write to persuade, creating a letter to the Prime Minister presenting our view supported with evidence.
- We will continue to develop our editing skills.

As readers (guided reading)

Core text for this term:

***Street Child* by Berlie Doherty**

- 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: negative numbers, measurement and position & direction (geometry)

- We will interpret negative numbers in context.
- We will count forwards and backwards with positive and negative whole numbers, including through zero.
- We will convert between different units of metric measure (e.g. kilometres to metres, centimetres to metres and millimetres, grams to kilograms and millilitres to litres).
- We will identify, describe and represent the position of a shape following a reflection or translation.

As scientists: animals including humans

- We will understand the life processes of a plant.
- We will understand the life cycles of mammals, birds and reptiles.
- We will compare the life cycles of insects and amphibians.
- We will undertake research about the life and work of Jane Goodall and David Attenborough.
- We will use research and presentation skills to create and present a scientific poster on the life cycle of an animal of our choice.

As musicians: ukulele instruction

- We will continue to enjoy expert tuition from a music teacher for 5 weeks.
- We will continue to learn how to read ukulele tabs in order to play simple chords.
- We will learn how to play in unison and perform in front of our peers.

Being physically active: PE (athletics)

- We will develop skills in athletic disciplines in preparation for sports day.
- We will understand the basic rules of ultimate frisbee and work as a team to play against our peers.

As linguists (French): time travellers

- We will apply previous knowledge of numbers and dates.
- We will be introduced to one of the common past tenses in French
- We will begin to use grammatical terms such as conjugation, auxiliary and infinitive verb.

As computer experts: networks

- We will understand the benefits of using documents within a computer network, including opening, editing and saving shared documents.

<p>As historians: Victorians (local history focus)</p> <ul style="list-style-type: none"> We will use a timeline to place in chronological context some significant events during the Victorian period. We will use photographs as historical sources to investigate continuity and change in our locality from the Victorian period to present day. We will investigate how far change on a national scale (industrial revolution, development of the railways) impacted on our locality at the time. We will understand the impact and legacy of the creation of the British Empire, with links to Windrush. 	<p>As designers: arch structures</p> <ul style="list-style-type: none"> We will learn how to draw annotated diagrams of arch structures. We will experiment with making a model arch structure (prototype). We will create a mood board as inspiration for designs. We will design and make an arched bridge, continually evaluating and adapting our designs as we go. 	<p>Religious Education:</p> <p>Key question: What is the best way for a Christian to show commitment to God?</p> <ul style="list-style-type: none"> We will explore how different practices enable Christians to show commitment to God, for example through prayer, worship, the 10 Commandments and The Golden Rule. We will explore how these practices differ in their significance to Christians. We will use cross curricular skills (computing) to open, edit and save a shared template for our research on this topic. 	<p>As citizens (PSHCE): relationships</p> <ul style="list-style-type: none"> We will describe how boys' and girls' bodies change during puberty. We will understand that sexual intercourse can lead to conception and that is how babies are usually made - please note parents have the right to withdraw their child from these lessons. We will identify things to look forward to when becoming a teenager as well growing responsibilities.
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<p>Key Vocabulary:</p>	<p>Living organism, naturalist, primatologist, metamorphosis, endangered, asexual, reproduction, fertilisation, placental mammal, monotreme mammal, British Empire, Industrial Revolution, arch structure, keystone, impost, pier, voussoir, chord, tab, notation, commandment.</p>
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<p>Curriculum Drivers:</p>	<p>Curiosity:</p> <ul style="list-style-type: none"> Why was the Victoria era important and what impact did it have on our locality? How do animals and plants reproduce? 	<p>Knowledge of the wider world:</p> <ul style="list-style-type: none"> What is the legacy of the British Empire and what lessons have been learnt? How have designers created bridge structures across the world? 	<p>Aspirations:</p> <ul style="list-style-type: none"> Understanding the work of designers and engineers. Become more competent at speaking a different language. Be able to play a musical instrument.
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<p>Home learning:</p>	<ul style="list-style-type: none"> Completing one task per week from the new CGP Maths and CGP Spelling, Punctuation and Grammar workbooks, due in every Tuesday. 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. Reading diary to be handed in every Tuesday 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 (to be handed in on Tuesday 16th July).
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