

As readers and writers we will:

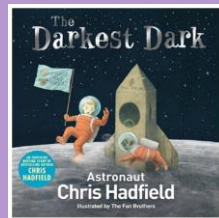
Study 'Arthur and the Golden Rope' by Joe Todd-Stanton and learn to:

- Use expanded noun phrases to convey complicated information concisely
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Link ideas across paragraphs using adverbials
- Use commas to clarify meaning and avoid ambiguity in writing
- Vary story openings: start with dialogue, action or description •
- Vary story structure: start with a flashback or dramatic event
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward
- Create a plot: a journey, a quest or a series of trials for the hero
- Create characters which behave in superhuman ways with unusual powers or strong characteristics
- Create a magic object which may symbolise something

Study 'The Darkest Dark' by Chris Hadfield to learn to:

- Variety of verb forms used correctly and consistently including the present perfect form
- Use commas to clarify meaning or avoid ambiguity in writing
- Link ideas across paragraphs using adverbials and tense choices
- Use brackets, dashes or commas to indicate parenthesis
- Engage reader through use of description, feelings and opinions
- Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary
- Use real life facts, including dates and place names
- Use direct and reported speech to express a range of viewpoints

Book we will read together:



Y5 Curriculum Spring Term Cycle 2



As linguists we will:

- Learn and use vocabulary to go shopping in France.
- Understand and identify the French speaking world.

In PE we will:

- Develop our skills to play Hockey.
- Build on our gymnastics skills with the coach.
- Develop our skills to play cricket.
- Take part in a variety of Athletics.

As mathematicians we will:

- Multiply and divide 3 digit by 2 digit numbers using a standard formal method.
- Multiply fractions and mixed numbers by an integer.
- Find fractions of an amount.
- Use fractions as operators.
- Recognise and identify decimals up to 2 D.P
- Understand and write decimals as fractions.
- Understand thousandths
- Round decimals
- Order and compare decimals
- Round to the nearest whole one, and to 1 decimal place.
- Understand percentages and their equivalent decimal/fraction.
- Work out the perimeter/area of rectangles, rectilinear shapes and polygons.
- Draw, read and interpret line graphs.
- Read and interpret tables, two-way tables and timetables.

As computer users we will:

- Identify some types of data the Mars Rover could collect (for example, photos).
- Explain how the Mars Rover transmits the data back to Earth and the challenges involved.
- Read any number in binary, up to eight bits.
- Identify input, processing and output on the Mars Rovers.
- Read binary numbers and grasp the concept of binary addition.
- Relate binary signals (Boolean) to a simple character-based language, ASCII.
- Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.
- Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.
- Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.

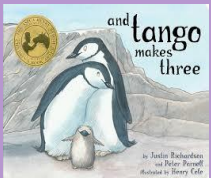
As geographers we will:

- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.

In RE we will:

- Explore the Christian belief of 'Gospel'.
- Explore the question: What would Jesus do?
- Learn about Hinduism and explore the question: Why do Hindus want to be good?

As citizens we will we read:



As musicians we will:

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Write a composition that follows the rules: 'What makes a good tune?'
- Record their compositions in written form.
- Work as a group to perform a piece of music.



As scientists we will:

- Describe the geocentric and heliocentric models.
- Name and describe the shape of celestial bodies.
- Describe the orbits of celestial bodies and the moon in the Solar System and name the force that keeps them in their orbits..
- Explain how day and night and seasons occur.
- Explain the life cycles of different living things, eg mammal, amphibian, insect and bird.
- Explain the differences between different life cycles.
- Explain the process of reproduction in some plants.
- Explain the process of reproduction in some animals.

As historians we will:

- Explain where the Vikings came from and why they invaded Britain.
- Sequence events according to their significance for groups of people.
- Find evidence and make inferences from sources.
- Name Viking trade routes.
- Explain why trade routes were important to the Vikings.
- Identify the differences between Viking sagas.
- Evaluate the impact of Viking achievements.

As artists we will:

- Discuss the work of artists that appreciate different artistic styles.
- Create a sculpture to express themselves in a literal or symbolic way.
- Reflect verbally or in writing about creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Talk about artists' work and explain what they might use in their own work.
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.
- Successfully translate plans to a 3D sculpture.
- Work mostly independently, experimenting and trying new things.
- Identify and make improvements to their work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.