

Year 5 Imaginative Learning Project: Allotment

English

Reading

- En RC 8** Provide reasoned justifications for their views.
- En RC 5** Retrieve, record and present information from non-fiction.
- En RC 3** retrieve and record information from non-fiction.
- En RC 2f** Identify how language, structure and presentation contribute to meaning.
- En RC 1f** Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- En RC 1a** Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Writing

- En WC 2d** Use a wide range of devices to build cohesion within and across paragraphs.
- En WC 2e** Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- En WC 2a** Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- En W Sp 5** Use dictionaries to check the spelling and meaning of words.
- En WC 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- En WC 1b** Note and develop initial ideas, drawing on reading and research where necessary.
- En WC 2b** In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- En WH 1** Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.

Spoken language

- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- En SL 5** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En SL 1** Listen and respond appropriately to adults and their peers.
- En SL 3** Use relevant strategies to build their vocabulary.
- En SL 8** Speak audibly and fluently with an increasing command of Standard English.
- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.
- En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Mathematics

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- multiply and divide numbers mentally drawing upon known facts
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- compare and order fractions whose denominators are all multiples of the same number

Science

- Sc WS 1** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Sc WS 4** Use test results to make predictions to set up further comparative and fair tests.
- Sc LT 2** Describe the life process of reproduction in some plants and animals.
- Sc WS 2** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Sc WS 5** report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Sc LT 1** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Sc WS 3** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Art and Design

- AD 1** Create sketch books to record their observations and use them to review and revisit ideas.
- AD2** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

Design and Technology

- DT CN 2** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- DT M 2** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- DT D 2** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- DT D 1** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- DT TK 1** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Geography

- Ge SF 2** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
- Ge SF 3** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Ge HP 2** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

<ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 		<p>Ge LK 2 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p>		
<p>Modern Foreign Languages</p> <p>We are learning how to say what we do in our free time (verbs) and at what time (o'clocks).</p> <p>Je regarde la télévision / un DVD. I watch.....</p> <p>J'écoute mes CD / la radio. I listen to.....</p> <p>Je joue au football / tennis. I play.....</p> <p>Je mange du pain / une pomme. I eat.....</p> <p>Il est une heure / deux heures. It is one/two o'clock.</p>	<p>Computing</p> <p>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Physical Education</p> <ul style="list-style-type: none"> Swimming - Skylark FA Football training workshops 	<p>History</p> <p>Not taught through this Imaginative Learning Project.</p>	<p>PSHE & Religious Education (Surrey Agreed Syllabus)</p> <p>PSHE 5e Meet and talk with people (e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).</p> <p>PSHE 5a Take responsibility (e.g. for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school).</p>
		<p>Music</p> <p>Charanga</p>		

Home Learning: Food is sourced from all around the world. Choose your favourite meal and work out how many miles the ingredients have travelled. Present your findings in an interesting way.

Date due: Monday 13th April

It is still the expectation that the children will on a daily basis: read, practise their spellings and learn their 'Big Maths Learn It' facts that will be recorded in their diaries. Children also have access to Bug Club, Spellodrome and Mathletics.