

Year 5 Imaginative Learning Project – Pharaohs

English

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Ask relevant questions to extend their understanding and knowledge.
- Gain, maintain and monitor the interest of the listener(s).
- Speak audibly and fluently with an increasing command of Standard English.
- Listen and respond appropriately to adults and their peers.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Note and develop initial ideas, drawing on reading and research where necessary.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Précis longer passages.
- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.
- Retrieve, record and present information from non-fiction.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Mathematics

- Identify multiples and factors, including finding all factor pairs of a number, and common factor pairs of two numbers.
- Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Art and Design

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- Find out about great artists, architects and designers in history.

Design and Technology

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- 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.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Geography

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- 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.

History

- Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

<p>Modern Foreign Languages</p> <p>We will be learning how to give and understand directions, talk about the weather, countries where French is spoken and the languages we speak.</p> <p>Tournez à gauche - turn left Tournez à droite - turn right Allez tout droit - go straight on</p> <p>Il fait froid- It is cold. Il fait chaud- It is hot. Il pleut- It is raining. Il neige- It is snowing.</p> <p>Je parle I speak. l'anglais - English le français</p>	<p>Computing</p> <p>Not taught throughout this Imaginative Learning Project.</p>	<p>Physical Education</p> <p>Not taught throughout this Imaginative Learning Project.</p>	<p>Science</p> <p>Not taught throughout this Imaginative Learning Project.</p>	<p>PSHE & Religious Education (Surrey Agreed Syllabus)</p> <ul style="list-style-type: none"> • Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. • Think about the lives of people living in other places and times, and people with different values and customs.
<p>Music</p> <p>Not taught throughout this Imaginative Learning Project.</p>				

Home Learning: Find out why animals were so important to the Egyptians. Create an information collage to show your findings, combining text and images.
Due date: Monday 18th May 2015.

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.