

Year 5 Imaginative Learning Project = Engage, Develop, Innovate, Express - Allotment

English

Reading

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

Writing

Use a wide range of devices to build cohesion within and across paragraphs.
Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Use dictionaries to check the spelling and meaning of words.
Assess the effectiveness of their own and others' writing and suggest improvements.
Note and develop initial ideas, drawing on reading and research where necessary.
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.

Spoken language

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

Mathematics

Number - Decimals

Solve problems involving number up to three decimal places.
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry - Properties of Shapes and Angles

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
Draw given angles, and measure them in degrees ($^{\circ}$)
Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°

Science

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Use test results to make predictions to set up further comparative and fair tests.
Describe the life process of reproduction in some plants and animals.
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
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.
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Geography

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.
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.
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.
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.
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.

Art

Create sketch books to record their observations and use them to review and revisit ideas.
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

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

<p>Modern Foreign Languages</p> <p>Ask and say where you're going on holiday Express opinions about Holidays Talk about what you're going to do on holiday Talk about holiday plans</p> <p><i>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions. J'aime ça. Je n'aime pas ça J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.</i></p>	<p>Computing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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> <p>Real PE Unit 6 – Personal Skills Create own learning plan and revise that plan when necessary. Accept critical feedback and make changes. See all new challenges as opportunities to learn and develop. Recognise strengths and weaknesses and can set appropriate targets. Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice.</p>	<p>PSHE/SMSC (Jigsaw) & Religious Education (Discovery RE) Surrey Agreed Syllabus</p> <p>Jigsaw – Relationships Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities Know how to keep building my own self-esteem Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Know how to stand up for myself and how to negotiate and compromise Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean Understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean Recognise the feeling of jealousy, where it comes from and how to manage it Understand how to stay safe when using technology to communicate with my friends Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <p>Discovery RE – Sikhism What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? Show an understanding of why people show commitment in different ways. Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. Express what I think about the best way a Sikh could show commitment to God.</p>
	<p>History</p> <p>As this ILP has a geography focus, future ILP's will have a focus on history.</p>	<p>Music</p> <p>Charanga – Unit 4 The Fresh Prince of Bel Air Listen & Appraise - Identify the piece's structure. Identify the instruments/voices. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. Musical Activities – Copy back rhythm and pitch. Play instrumental parts accurately and in time as part of the performance. Improvise in the lessons and as part of the performance. Compose a melody using simple rhythms and use as part of the performance.</p>	

Home Learning:

Date due: Monday 18th May 2020

Option 1: Design your own growing area in your garden. Make a detailed, labelled plan, showing what you would grow.

Option 2: Plan a 'rainbow garden' using a different fruit or vegetable for each colour in the rainbow. List the names and colours of each plant or vegetable and how they can be used.

Option 3: Find out the food miles travelled by the ingredients of your evening meal.

It is still the expectation that the children will on a daily basis: read, practise their spellings and complete their Spelling Shed and Mathletics activities. Children also have access to TT Rock Stars to improve their times tables knowledge.