

# Year 5 Imaginative Learning Project = Engage, Develop, Innovate, Express – Off with Her Head!

<p style="text-align: center;"><b>English</b></p> <p><b>Reading</b> Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views. Identify how language, structure and presentation contribute to meaning. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p><b>Writing</b> Note and develop initial ideas, drawing on reading and research where necessary. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others' writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Choose the writing implement that is best suited for a task. Proof-read for spelling and punctuation errors. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b>Spoken Language</b> Listen and respond appropriately to adults and their peers. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Participate in discussions, presentations, performances, role play, improvisations and debates. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Select and use appropriate registers for effective communication.</p>	<p style="text-align: center;"><b>Art and Design</b></p> <p>Find out about great artists, architects and designers in history. 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>	<p style="text-align: center;"><b>Geography</b></p> <p>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 countries 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 style="text-align: center;"><b>Mathematics</b></p> <p><b>Number – Multiplication and Division</b> Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 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. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p><b>Number: Fractions</b> Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p style="text-align: center;"><b>Design and Technology</b></p> <p>As this ILP has a history focus, future ILP's will have a focus on design and technology.</p>	<p style="text-align: center;"><b>History</b></p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
	<p style="text-align: center;"><b>Science</b></p> <p>As this ILP has a history focus, future ILP's will have a focus on design and technology.</p>	<p style="text-align: center;"><b>Computing</b></p> <p>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><b>Modern Foreign Languages</b></p> <p><b>Unit 3 - La nourriture</b>  Ask politely for food items  Describe how to make a sandwich  Express opinions about food  Talk about healthy &amp; unhealthy food  Learn about the French diet</p> <p><i>Je voudrais... s'il vous plaît  un sandwich au poulet, un sandwich  au thon, un sandwich au fromage</i></p> <p><i>J'aime /Je n'aime pas ... les gâteaux,  les frites, les bonbons</i></p> <p><i>C'est bon pour la santé  Ce n'est pas bon pour la santé</i></p>	<p><b>Physical Education</b></p> <p><b>Real PE Unit 3 - Social Skills</b>  Involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.  Give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.  Cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.  Show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas.</p>	<p><b>PSHE/SMSC (Jigsaw) &amp; Religious Education (Discovery RE) Surrey Agreed Syllabus</b></p> <p><b>Jigsaw - Dreams and Goals</b>  Understand that I will need money to help me achieve some of my dreams.  Identify what I would like my life to be like when I am grown up.  Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.  Appreciate the contributions made by people in different jobs.  Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it  Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future describe the dreams and goals of young people in a culture different to mine  Reflect on how these relate to my own understand that communicating with someone in a different culture means we can learn from each other and identify a range of ways that we could support each other.  Appreciate the similarities and differences in aspirations between myself and young people in a different culture encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.  Understand why I am motivated to make a positive contribution to supporting others.</p> <p><b>Discovery RE - Sikhism</b>  <b>Do sacred texts have to be 'true' to help people understand their religion?</b>  Is religion the most important influence and inspiration in everyone's life?  Explain how some stories can teach people about what is important and how to behave.  Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.  Explain how some stories can teach Sikhs.</p>
<p><b>Music</b></p> <p><b>Charanga - Unit 2 Classroom Jazz Stage 1</b>  <b>Listen &amp; Appraise</b> - Recognise styles, find the pulse, recognise instruments and listen and discuss other dimensions of music.  <b>Musical Activities</b> - Play a classroom instrument in a group, band or ensemble. Explore the link between sound and symbol. Explore and create your own responses, melodies and rhythms. Perform work together in a group, band or ensemble and perform to each other and an audience. Discuss and improve your work together.</p>		

**Home Learning:**

**Date due: Monday 10th February 2020**

**Option 1:** What can you find out about Anne's family and her childhood? Put your findings in a presentation to show your class.

**Option 2:** Make sketches of Tudor costumes for children and adults, rich and poor. Use websites and books from your local library to find out about garments, styles and decorative details.

**Option 3:** Make a model of the Tower of London - or perhaps an instrument of torture, complete with fake bloodstains!

***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.***