

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

English

Reading

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.

Writing

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.

Spoken Language

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.

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.

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.

Mathematics

Number - Place Value

Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number- Addition and Subtraction

Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Statistics

Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.

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.

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 French</p> <p>Unit 1 Salut Gustavel Greet people and give personal information Ask and talk about brothers and sisters. Say what people have and don't have (avoir). Say what people are like (être). Learn how the French greet each other in different situations</p>	<p>Computing As this ILP has a history focus, future ILP's will have a focus on computing.</p>	<p>Physical Education Real PE Unit 1 – Cognitive Skills Review, analyse and evaluate my own and others' strengths and weaknesses. Read and react to different game situations as they develop. Have a clear idea of how to develop my own and others' work. Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents. Understand ways to judge performance and identify specific parts to continue to work upon. Use my awareness of space and others to make good decisions. Understand the simple tactics of attacking and defending. Explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>PSHE/SMSC (Jigsaw) & Religious Education (Discovery RE) Surrey Agreed Syllabus Jigsaw – Being Me in My World Face new challenges positively and know how to set personal goals. Know what I value most about my school and can identify my hopes for this school year. Understand my rights and responsibilities as a British citizen. Empathise with people in this country whose lives are different to my own. Understand my rights and responsibilities as a British citizen and a member of my school. Make choices about my own behaviour because I understand how rewards and consequences feel. Understand that my actions affect me and others. Understand how an individual's behaviour can impact on a group. Contribute to the group and understand how we can function best as a whole. Understand how democracy and having a voice benefits the school community and know how to participate in this. Understand why our school community benefits from a Learning Charter and can help others to follow it. Discovery RE – Hinduism What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Show an understanding of why people show commitment in different ways. Describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. Express why I think Hindus might choose different ways to show commitment to God.</p>
	<p>Science As this ILP has a history focus, future ILP's will have a focus on science.</p>	<p>Music Charanga Unit 1 Livin' On A Prayer</p>	

Home Learning:

Date due: Monday 21st October 2019

Option 1: Find out why animals were so important to the Egyptians. Create an information collage to show your findings, combining text and images.

Option 2: Create a fact file about the River Nile and compare it to other rivers. Include photographs and wow you classmates by showing them the range of amazing animals that live in and by the river.

Option 3: Find out about who or what 'Ka' was. Design a colourful symbol that might represent 'Ka' in Egyptian hieroglyphics.

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.