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

English

Reading

Retrieve, record and present information from non-fiction.
Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Identify how language, structure and presentation contribute to meaning.
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Writing

Note and develop initial ideas, drawing on reading and wider research where necessary.
Proof-read for spelling and punctuation errors.
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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.
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Spoken language

Ask relevant questions to extend their understanding and knowledge.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Participate in discussions, presentations, performances, role play, improvisations and debates.

Science

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
Describe the Sun, Earth and Moon as approximately spherical bodies.
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
Describe the movement of the Moon relative to the Earth.
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
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.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Identify scientific evidence that has been used to support or refute ideas or arguments.

History

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Art

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].

Geography

Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.

Mathematics

Number - Fractions

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 >1 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.

Number - Decimals and Percentages

Read, write, order and compare numbers with up to three decimal places.
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
Round decimals with two decimal places to the nearest whole number and to one decimal place.
Solve problems involving number up to three decimal places.
Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
Solve problems which require knowing percentage and decimal equivalents and fractions with a denominator of a multiple of 10 or 25.

Design and Technology

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.
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.
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate their ideas and products against their own criteria and consider the views of others to improve their work.

Computing

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
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

Modern Foreign Languages

Unit 4 En ville

Name places in a town.
Ask the way & give directions.
Say where you are going.
Give the time & say where you are going.
Learn about typical features of a French town.

Qu'est-ce que c'est? C'est… la boulangerie, le centre sportif, le château, l'école

S'il vous plaît? Tournez à droite/à gauche. Allez tout droit.

Où vas-tu? Je vais au château.

Physical Education

Real PE Unit 4 – Applying physical skills

Effectively transfer skills and movements across a range of activities and sports.
Perform a variety of skills consistently and effectively in challenging or competitive situations.
Use combinations of skills confidently in sport specific contexts.
Perform a range of skills fluently and accurately in practice situations.
Perform a variety of movements and skills with good body tension.
Link actions together so that they flow in running, jumping and throwing activities.
Perform and repeat longer sequences with clear shapes and controlled movement.
Select and apply a range of skills with good control and consistency.

Music

Charanga - Unit 2 Classroom Jazz Stage 1

Listen & Appraise - Recognise styles, find the pulse, recognise instruments and listen and discuss other dimensions of music.
Musical Activities – 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.

PSHE/SMSC (Jigsaw) & Religious Education (Discovery RE) Surrey Agreed Syllabus

Jigsaw – Healthy Me

Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
Make an informed decision about whether or not I choose to smoke and know how to resist pressure.
Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.
Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
Know how to keep myself calm in emergencies.
Understand how the media and celebrity culture promotes certain body types.
Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.
Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
Respect and value my body
Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

Discovery RE - Christianity

How significant is it for Christians to believe God intended Jesus to die?
Do sacred texts have to be 'true' to help people understand their religion?
Give an example of someone with a strong sense of purpose for their life and give my opinions on this.
Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
Start to express my opinion about Jesus' crucifixion being his destiny/purpose.

Home Learning: **Date due: Monday 30th March 2020**

Option 1: Imagine… an alien space ship has crash landed in your back garden. Write a story about what happens next. You may want to borrow ideas from space stories or films you know well. Remember to use powerful vocabulary to bring your story (and your alien) to life!

Option 2: So far, 24 astronauts have visited the Moon. Find out their names, download pictures and record interesting facts about them.

Option 3: Make a 3-D model of the Solar System which displays all the planets in order.

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.