

# Year 5 Imaginative Learning Project = Engage, Develop, Innovate, Express - Time Traveller

<p style="text-align: center;"><b>English</b></p> <p><b>Reading</b>            Predict what might happen from details stated and implied.            Retrieve, record and present information from non-fiction.            Identify how language, structure and presentation contribute to meaning.            Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.            Identify and discuss themes and conventions in and across a wide range of writing.</p> <p><b>Writing</b>            Note and develop initial ideas, drawing on reading and research where necessary.            Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.            Assess the effectiveness of their own and others' writing.            In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.            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.            Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.            Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.            Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Spoken language</b>            Ask relevant questions to extend their understanding and knowledge.            Articulate and justify answers, arguments and opinions.            Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.            Participate in discussions, presentations, performances, role play, improvisations and debates.            Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p style="text-align: center;"><b>Science</b></p> <p>Describe the changes as humans develop to old age.            Identify scientific evidence that has been used to support or refute ideas or arguments.            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.</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>Art</b></p> <p>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.</p> <p style="text-align: center;"><b>Geography</b></p> <p>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.</p>
<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Geometry- Properties of Shapes and Angles</b>            Identify 3D shapes, including cubes and other cuboids, from 2D representations.            Use the properties of rectangles to deduce related facts and find missing lengths and angles.            Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p><b>Geometry- position and direction</b>            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.</p> <p><b>Measurement - converting units</b>            Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml].            Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.            Solve problems involving converting between units of time.</p> <p><b>Measures - Volume</b>            Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].            Use all four operations to solve problems involving measure.</p>	<p style="text-align: center;"><b>Design and Technology</b></p> <p>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.</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.            Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>

<p><b>Modern Foreign Languages</b>  <b>Unit 6 Chez Moi</b>  Name rooms in the house.  Describe rooms in the house.  Say what people do at home.  Say what people do and where.</p> <p><i>Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres</i></p> <p><i>C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge.</i>  <i>C'est grand et rouge.</i></p> <p>Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre] /joue avec l'ordinateur/joue au tennis</p>	<p><b>Physical Education</b>  <b>Real PE Unit 6 – Personal Skills</b>  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><b>PSHE/SMSC (Jigsaw) &amp; Religious Education (Discovery RE) Surrey Agreed Syllabus</b>  <b>Jigsaw – Changing Me</b>  Aware of my own self-image and how my body image fits into that.  Know how to develop my own self-esteem.  Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.  Understand that puberty is a natural process that happens to everybody and that it will be ok for me.  Describe how boys' and girls' bodies change during puberty.  Express how I feel about the changes that will happen to me during puberty.  Understand that sexual intercourse can lead to conception and that is how babies are usually made.  Understand that sometimes people need IVF to help them have a baby.  Appreciate how amazing it is that human bodies can reproduce in these ways.  Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).  Show confidence with the changes that growing up will bring.  Identify what I am looking forward to when I am in Year 6.  Start to think about changes I will make when I am in Year 6 and know how to go about this.</p> <p><b>Discovery RE – Christianity</b>  What is the best way for a Christian to show commitment to God?  Do religious people lead better lives?  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 Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.  Explain why I think some ways of showing commitment to God would be better than others for Christians.</p>
	<p><b>Music</b>  <b>Charanga – Unit 4 The Fresh Prince of Bel Air</b>  <b>Listen &amp; Appraise</b> – Identify the piece's structure.  Identify the instruments/voices.  Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.  <b>Musical Activities –</b>  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 13<sup>th</sup> July 2020**

**Option 1:** Talk to members of your family to find out what has changed since they were 10 years old. What things have changed and what has stayed the same? Is the world a better place now?

**Option 2:** Take a look at some old family photographs. Create a timeline for your family showing important events such as births, marriages or house moves.

**Option 3:** If you could travel to any time period, anywhere in the world, where would you go? Make a scrapbook of your chosen period and explain what you would do while you were there.

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