

**Engage:**

**Express:**

### Literacy

Distinguish between statements of fact and opinion  
Retrieve, record and present information from non-fiction  
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  
Provide reasoned justifications for their views  
Develop spelling and handwriting skills in line with curriculum objectives  
Pupils should be taught to:  
- plan their writing  
- draft and write  
- evaluate and edit  
Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  
Use expanded noun phrases to convey complicated information concisely  
Use modal verbs or adverbs to indicate degrees of possibility  
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  
Use commas to clarify meaning or avoid ambiguity in writing  
Use a colon to introduce a list  
Punctuate bullet points consistently

### Physical Development

#### Invasion Games – Rugby:

To develop an understanding of how to attack open space  
To be able to attack and move the ball away from defenders into open space  
To be able to run onto the ball when it is passed to them in attack, instead of receiving it statically  
To be able successfully defend against an attacker and prevent them from scoring a try  
To work as a team to successfully defend against multiple attackers and prevent them from scoring a try  
All pupils should be able to demonstrate skilful support play in both attack and defence

#### Dance:

To explore movements within the style of rock and roll  
To improvise mirrored movements with a partner  
To create and adapt travel movements, within the style of rock and roll  
To sequence lifts, drops and counterbalance into a rock and roll dance

### Personal, Social and Emotional Development

#### PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong  
Waiting for what you want – persistence (keeping going)  
Resilience – bouncing back/maintaining effort  
Setting and achieving goals  
missdorothy.com  
Ladder to success I would be, but .....  
Excuses, excuses! Making wise choices  
Planning for: "Looking at risk"

#### R.E.: Marriage Rites

Children should learn –  
Marriage plays an important role within most religions  
That marriage rituals are performed in places of worship, the home and other places  
That marriage serves different purposes for example:  
- joining of families  
- love  
- creation of children  
- service to community  
Marriage rites use symbols which have a religious significance

### SPRING TERM 1 2016

#### Objectives

### Singlegate time Travellers - Gods and Mortals Year 5

### Mathematics

Compare and order fractions with different denominators  
Recognise mixed numbers and improper fractions and convert from one form to the other  
Add and subtract fractions with the same denominator and related fractions; write mathematical statements that exceed 1 as a mixed number: (e.g.  $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$ )  
Multiply proper fractions and mixed numbers by whole numbers.  
read and write decimal numbers as fractions (e.g.  $0.71 = 71/100$ )  
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  
Read, write, order and compare numbers with up to three d.p.  
Add and subtract numbers with up to three decimal places.  
Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred" for example that 100% represents a whole quantity and 1% is  $1/100$ , 50% is  $50/100$ , 25% is  $25/100$ , etc.  
Write simple fractions as percentages and decimals as percentages (e.g.  $1/2 = 50\% = 0.5$ ).

### Understanding of the World

#### HISTORY: Ancient Greece

Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world  
Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.  
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information.

#### SCIENCE: Animals including humans

Describe the changes as humans develop to old age.  
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.  
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#### COMPUTING: Digital Literacy

Use the internet to conduct effective searches  
Use and evaluate a range of search engines  
Be discerning when evaluating online content  
Select, use and combine a variety of software to design and create content that accomplishes given goals, including collecting, analysing, evaluating and presenting information  
Edit and improve videos

### Languages

Ask and answer simple questions and talk about their interests e.g. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not

### Expressive Art and Design

#### Art and Design: Print-making

Continue to gain experience in overlaying colours.  
Start to overlay prints with other media.  
Use print as a starting point to embroidery.  
Show experience in a range of mono print techniques.  
Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  
Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.  
Explore a range of great artists, architects and designers in history.

#### Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians