

WHAT A LOAD OF RUBBISH!



Writing

Learning

- To make use of the ideas, grammar and techniques of writing to write persuasively.
- To complete a variety of demonstration writing lessons to write effective sentences for a persuasive pitch.
- To plan, draft and edit a voiceover using independent research to support.
- To use modal verbs and adverbs of probability.
- To continue to revise/recap/consolidate GPS learning from Year 4, with a focus on editing.

Outcome

- Children will write a persuasive pitch about the impact of plastic pollution on the environment.
- Children will write and perform a voiceover in the style of David Attenborough about our planet, focusing on atmosphere and impact.

Key Vocabulary

Statistics, facts, persuasive pitch, synonyms, antonyms, slogan, rhetorical question, alliteration, negative, positive, superlative, quote, modal verbs. Imagery, commentary, superlatives, fronted adverbials documentary, voiceover, metaphor, personification simile, modal verbs, rhetorical question, repetition, synonym.

Reading

Learning

- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion

Outcomes

This half term we shall be looking at a range of non-fiction and poetry books on the theme of Plastic Pollution and Climate Change. We will be identifying different types of language in different poems and the effect it has. We will be analysing different non-fiction texts and understanding who they are aimed at and what language and layout features have been used. We will also be identifying facts and opinions presented in a range of books and answering comprehension questions and summarising information.

Key Vocabulary

Fiction, non-fiction, themes, rhyme, rhetorical question, figurative language, onomatopoeia, simile, metaphors, personification, alliteration, eco, recycle, sustainable, waste, pollution, persuasive language, fact and opinion, audience, summarise.

Maths

Learning

- Simplify fractions and calculate equivalent fractions.
- Convert mixed numbers and improper fractions from one to another.
- Compare and order fractions.
- Add and subtract fractions, improper fractions and mixed numbers.
- Multiply multi-digit numbers.
- Use short division to divide 4 digit numbers by 1 digit numbers.
- Solve problems with multiplication and division.

Outcomes

Pupils will recap and consolidate learning from Year 4 and last half term and then solve number problems and practical problems that involve fractions, multiplication and division. Then they will complete a range of investigations linked to these operations.

Vocabulary

Fraction, numerator, denominator, mixed number, improper fraction, equal parts of, whole, parts of a whole, multiply, times, divide, share, factor, product, repeated addition, multiple, ascending, descending.

Religious Education

Learning

- To know that the Old Testament pieces together the story of the People of God.
- To explore the story of Moses and the Exodus showing how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- To discuss how Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

Outcome

Pupils will explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. They will make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Pupils will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. They will identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Key Vocabulary

Old Testament, Exodus, Moses, People of God, freedom, justice, salvation.

DT

Learning

- To research and understand the nutritional value of produce and ingredients.
- To identify what makes a good dip.
- To continue to improve knife skills considering methods and safety.
- To explore different combinations of taste, smell and texture
- To work in a group to create own dip.
- Taste and evaluate.

Outcome

Pupils will use the skills they have gained in this unit to design, create and evaluate a dip to eat. They will also become familiar with a range of cutting techniques.

Key Vocabulary

Nutrition, diet, energy, Eatwell Plate, calories, kilojoules, kilocalories.

Music

Learning

- To create rhythmical and simple melodic patterns using an increased number of notes.
- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.
- To think about others while performing.
- To improvise or compose music based on a given beat/rhythm.
- To listen to and recall patterns of sounds with increasing accuracy.

Outcome

Pupils will learn different samba beats and rhythms and respond to different "calls" using the various samba instruments. Once the rhythms have been learned, they will then create their own rhythms and perform these to one another. In addition to this, they will have some lessons from a samba drumming instructor to help them further where they'll be able to perform what has been learnt.

Key Vocabulary

pulse, rhythm, acapella, appraising, arrangement, back beat, backing, balance, composing, dynamics, groove, melody, pitch, performance, ostinato, texture, timbre, melodic phrases.

Computing

Learning

- To use a form to record information
- To compare paper and computer-based databases
- To outline how you can answer questions by grouping and then sorting data
- To explain that tools can be used to select specific data
- To explain that computer programs can be used to compare data visually
- To use a real-world database to answer questions

Outcome

Pupils will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems.

They will also use a real-life database to answer a question, and present their work to others.

Key Vocabulary

Database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation

Geography

Learning

- To understand the on-going problems of climate change, landfill sites and carbon emissions.
- Undertake a human and physical geographical study about the impact of human exploitation on the planet as a whole.
- Look at the impact one individual can make on the environment.
- Find out where resources such as power and food come from and look at ways in which natural resources can be conserved.

Outcomes

We will rank human needs by importance, discuss the distribution of electricity distribution, use atlases to locate places and label maps, identify what makes an energy source renewable, discuss what food miles are, identify ways to reduce food wastage, discuss food shortages on a global scale and discuss an individual's role in reducing resource shortages around the world.

Vocabulary

Environment, ecology, eco-warrior, renewable, conservation, reuse, reduce, recycle.

French

Learning

- To repeat and recognise the months of the year in French
- To ask when somebody has a birthday and say when they have their birthday
- To say the date in French
- To create a French calendar
- To recognise key dates in the French calendar.

Outcome

Pupils will be able to repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help. They will also be able to ask the date in French and say the correct date in French, and ask when somebody has their birthday in French and tell them when they have their birthday.

Key Vocabulary

la date (the date), les jours de la semaine (the days of the week), Aujourd'hui c'est quel jour? (What day is it today?), Aujourd'hui c'est... (Today it is...), août (August), septembre (September), octobre (October), novembre (November), décembre (December), janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), samedi (Saturday), dimanche (Sunday), un (one), deux (two), trois (three), quatre (four), cinq (five), six (six), sept (seven), huit (eight), neuf (nine), dix (ten), onze (eleven), douze (twelve), treize (thirteen), quatorze (fourteen), quinze (fifteen), seize (sixteen), dix-sept (seventeen), dix-huit (eighteen), dix-neuf (nineteen), vingt (twenty), vingt-et-un (twenty one), vingt-deux (twenty two), vingt-trois (twenty three), vingt-quatre (twenty four), vingt-cinq (twenty five), vingt-six (twenty six), vingt-sept (twenty seven), vingt-huit (twenty eight), vingt-neuf (twenty nine), trente (thirty), trente-et-un (thirty one)

PSHE

Learning

- To define, and tell the difference between, a risk, a danger and a hazard
- To find risks, dangers, hazards and threats in different situations
- To share what I am responsible for and explain why responsibility can sometimes be difficult
- To understand how and why some people try to persuade others to do things
- To explain what to do if I feel under pressure to do something I am uncertain about
- To ask people for help, opinions and advice

Outcome

Pupils will learn to recognise and identify the differences between a risk, a danger and a hazard and be able to spot the signs of these before any negative consequences occur. They will also be able to explain their role in limiting risks, dangers and hazards and what to do in situations where these may arise.

Key Vocabulary

risk, danger, hazard, threat, pressure, responsibility, uncertainty, help, opinions, advice, emergency, accident

P.E

Learning

- To understand the importance of having a technique when running in both sprinting and relay running.
- To practice different styles of jumping and know how to get the best out of our jumping.
- To practice the changeover of the baton in relay running and understand how important our body positioning is.
- To know and be aware of the different running techniques for sprinting and hurdle running.
- To be aware of the correct body positioning when throwing.

Outcome

Pupils will be able to describe and demonstrate the way our bodies move when participating in different athletic events. To also be able to jump effectively for distance. Additionally be able to participate in team events such as relay running.

Key Vocabulary

Running, hurdles, jumping, javelin, speed bounces, baton, five strides, shuttle cock throws, throwing, hopping.

Games

Learning

- To be able to demonstrate the importance of keeping the hockey ball under control.
- To practice stopping and trapping the ball, to show control over the play of the game.
- To be able to maintain control and possession of the ball when an opposing threat appears.
- To pass with not only power but also accuracy.
- To be play in a variety of roles both defending and attacking, showing tactical awareness of the play of the game.

Outcome

Pupils will be able to describe and demonstrate the way our bodies move when participating in hockey. To also be able to stop/trap the hockey ball effectively. Additionally be able to pass the ball with power and accuracy whilst maintaining control and possession of the ball at the same time.

Key Vocabulary

Running, trapping, stopping, attacking, defending, passing, receiving, turning, control, possession.