

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 argument.
- To plan, draft and edit a voiceover using independent research to support.
- To use modal verbs and adverbs of probability.
- To plan, draft and edit a poem based on The Sound Collector by Roger McGough.
- To continue to revise/recap/consolidate GPS learning from Year 4, with a focus on editing.

Outcome

- Children will write a persuasive argument 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.
- Children will write a Space themed poem following the structure of The Sound Collector.

Key Vocabulary

statistics, facts, synonyms, antonyms, rhetorical question, alliteration, negative, positive, superlative, quote, modal verbs, imagery, commentary, superlatives, fronted adverbials, documentary, voiceover, metaphor, personification, simile, repetition, synonym, poem, rhyme, verses, onomatopoeia, alliteration, recite, perform, intonation.

Reading

Learning

- Identifying and discussing themes and conventions in and across a wide range of text.
- 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

Number - place value

- To read, write, order and compare numbers to at least 1000000 and determine the value of each digit
- To count forwards or backwards in steps of powers of 10 for any given number up to 1000000
- To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero
- To round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number - Addition and Subtraction

- To add and subtract numbers mentally with increasingly large numbers
- To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- To solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.

Outcome

Pupils will revise/recap/consolidate learning from yr4 and then solve number problems and practical problems that involve all of the above and complete a range of investigations linked to addition and subtraction.

Key Vocabulary

negative, digit, round, million, place value holder, Roman numeral, compare, order, powers of..., sequence, greater than, less than, equal to, exchange, digit, column method, add, subtract, exchange, whole numbers, estimate, approximate, multi-step, inverse, altogether, all, in all, together, total, increase, increased by, more than, greater than, take away, fewer than, less than, decreased by, thousands, hundreds, tens, ones, place value, similarities, differences

RE

Learning

- To know that Christians believe God is both holy and loving.
- To understand that Christians have to balance ideas of God being angered by sin and injustice but is also loving, forgiving, and full of grace
- To explore the idea that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- To discuss how Christians believe getting to know God is like getting to know a person rather than learning information.

Outcome

Pupils will identify some different types of biblical texts, using technical terms accurately. They will explain connections between biblical texts and Christian ideas of God, using theological terms. Pupils will make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Pupils will show how Christians put their beliefs into practice in worship. They will weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing in the world today, developing insights of their own.

Key Vocabulary

loving, forgiving, holy, eternal, omniscient, omnipotent, cathedral, reconciliation

Art

Learning

- That when designers work with fonts and layout it is called Typography.
- That we can use the way words look to help us communicate ideas and emotions.
- That we can create our own typography and combine it with other visual elements to make artwork

Outcome

Pupils will explore how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Artist and Key Vocabulary

Louise Fili, Grayson Perry, Paula Scher, Chris Kenny,

typography, visual map, legible, pictorial representation, typeface.

PSHE

Learning

- To understand what our identity is and means
- To explore the concept of "identity"
- To understand the different parts of our own identity
- To research the term "stereotypes"
- To challenge stereotypes and learn why this is important
- To recognise that we are unique but equal in various ways.

Outcome

Pupils will learn to recognise that everyone should be treated equally and why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. They will be able to explain what discrimination means and what different types of discrimination e.g. racism, sexism, homophobia looks like, and learn ways to safely challenge discrimination.

Key Vocabulary

stereotype, typical, discriminate, behaviour, characteristics, assumptions, respect, mutual (two-way), diversity (gender, disability, faith, belief, ethnicity), environment, community, national, regional, custom, culture, ethnic, discrimination, influence, prejudice

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.

Computing

Learning

- To control a simple circuit connected to a computer
- To write a program that includes count-controlled loops
- To explain that a loop can stop when a condition is met
- To explain that a loop can be used to repeatedly check whether a condition has been met
- To design a physical project that includes selection
- To create a program that controls a physical computing project

Outcome

Pupils will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model

Key Vocabulary

microcontroller, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, motor, LED, sparkle, crocodile clips, connect, battery box, program, condition, input, output, selection, action, debug

French

Learning

- To introduce the aim of the unit: *As tu un animal?* (Do you have a pet?) and learn the eight nouns and matching gender articles for the different pets
- To consolidate the new "pets" vocabulary and the use of "J'ai..." ("I have...") plus a pet, and look at the connective "et" ("and").
- To extend our French knowledge learning the phrase "que s'appelle..." ("that is called...") and how to use the phrase "je n'ai pas de / d'..."
- To link all the learned phrases together and be introduced to the connective "mais" ("but")

Outcome

Pupils will know the nouns and indefinite articles for 8 common pets; be able to ask somebody if they have a pet and give an answer back; say in French what pet we have/do not have and give our pet's name; start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.

Key Vocabulary

revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets and how to ask and answer the question *As-tu un animal?* using the structure *qui s'appelle* and the two connectives et (and) and mais (but).

Games

Learning

- To be able to talk about the importance of keeping possession in netball
- To practice different types of passing (chest, bounce, shoulder etc.)
- To practice effective footwork and positioning
- To know and be aware of the court and different positions involved in netball
- To apply all of above into game scenarios

Outcome

Pupils will be able to describe and demonstrate the way our bodies move when participating in Netball. To also be able to pass in different ways (shoulder, bounce chest etc.). Additionally, be able to play in offensive and defensive positions whilst being aware of the rules that come with Netball.

Key Vocabulary

pivot, defend, attack, coordinate, possession.

Learning

- To understand the types of shots in Badminton and Table tennis
- To practice serving in Badminton and Table tennis
- To practice offensive and defensive stances/positions in Badminton and table tennis
- To know and be aware of the court in badminton and the table itself in Table Tennis.

Outcome

Pupils will be able to describe and demonstrate the way our bodies move when participating in different shots in Badminton and Table Tennis. To also be able to serve with accuracy and precision. Additionally be able to play in offensive and defensive positions whilst being aware of the rules that come with the sports.

Key Vocabulary

forehand, backhand, racket, paddle, ping pong ball, shuttlecock, net, lines, serving, singles / doubles, rally.