

## Literacy

**Key Text: Wolf Brother**

**Purpose for writing: To Entertain**

**Writing:** Pupils will be learning to create mystery and suspense in their story writing through the setting and character description. Pupils will learn the characteristics of building mystery and suspense through the model text examples and then apply this to their own writing. They will be integrating dialogue and action within this and the appropriate format for dialogue. Children will be encouraged to apply their weekly spellings and unit vocabulary within their writing.

**Grammar:** Pupils will be learning how a range of sentences types and punctuation can be used to create effect within their writing.

**Word Reading / Comprehension:** Children will be learning a range of vocabulary to help their understanding of the text, alongside their geography topic. Children will be reading a variety of texts to stimulate their own ideas for writing.

**Prior learning**—have stamina for writing by writing about real events, consider what they will write beforehand, make simple revisions to their writing, read aloud their writing. Discuss sequence of events in books and recognise simple recurring literacy language. Discuss and clarify meanings of words and make links to new words. Draw on background knowledge, and make inferences on what is being done. (KS1)

## Geography

**Focus: Mountains:** Children will learn about Mountains, the type of mountains and how they are formed. Children will also learn about the people living on mountains, including the physical and human geography that can shape their lives.

**(Please see Geography knowledge organiser for essential knowledge and vocabulary to be learnt.)**

**Prior learning**—Children will already know about Ben Nevis and that there are lots of different mountain ranges in Europe. The children will already have knowledge on the Earth's surface (crust) being made up of different rocky sections and how they can move around to cause earthquakes and volcanic eruptions.

## Art

**Focus: Van Gogh**

The children will study the painting 'Café Terrace at Night'. They will discuss the use of warm tones and cold tones against each other to create a contrast. The children will recognise how the street appears to disappear into the picture and recognise this as an example of a vanishing point.

**Drawing and Painting**

The children will create a sense of movement through sweeping mark making and create different tones as they draw and paint. They will begin to understand how to track lines to a single vanishing point by experimenting with creating their own vanishing point pictures using blocks of colour by applying knowledge of hot and cold tones to effect.

**Prior learning**—The children will already have experience of blending to layer colours and alter tones

## Curie and Hawking

**Year 5:**

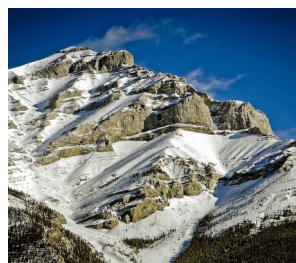
**Spring 1**

## Computing

**Focus: Online safety and Spreadsheets**

## Mountains

### Forces



## Music

**Focus:** To sing a tune with expression and to learn to play a tune on the recorder.

Listen to music from other cultures and using knowledge of musical elements, describe how these effect music.

## PE

**Focus: Outdoor: Swimming**  
**Indoor: Yoga**

## RSHE

**Focus: Dreams and Goals**

Children will explore what dreams and goals can look like and how to achieve them. They will also look at how money can affect goals and what steps might need to be taken to get a job.

## Maths

**Key Facts:** Multiples and Factors, Inverse operations, 2 decimal place, Tenths, Hundredths, Thousandths, Equivalent, Improper fraction, integer, remainder, short division method.

**1.Multiplication and Division** — Children will continue to build their understanding of multiplication and division and how they relate to one another by exploring inverse operations. Children will also further their skills in this unit by multiplying and dividing larger numbers with different methods.

**2.Fractions** — Children will continue to build on their understanding of fractions and learn how to multiply fractions.

**3.Decimals and Percentages** — Children will start to explore percentages and decimals using their knowledge of fractions.

**Prior learning**— Times Tables, sharing and grouping numbers, dividing equally and exploring how numbers are represented (such as using arrays and through different manipulatives). Fractions (half, quarter, tenths)

## Science

**Materials:** Children will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They will investigate how materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Children will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

**Working Scientifically:** Children will learn how to: ask relevant questions, plan a scientific enquiry to answer a question, take accurate and precise measurements using a range of scientific equipment, set up further comparative / fair tests using test results, gather and record complex data/information and results.

**(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## RE

**Focus: Prayer and Worship—Judaism** What does it mean for a Jewish person to follow God?

**Make sense of belief:** Identify and explain Jewish beliefs about God; Give examples of some texts that say what God is like and explain how Jewish people interpret them.

**Understand the impact:** Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it; Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws); Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

**Make connections:** Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today; Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

## French

**Focus:** revisiting core knowledge around holidays, family and friends. Children will learn: 15h30: time for home or for clubs/talk about your family and pets/ 4 countries in the UK/ I am or not, a little bit Irish, Scottish or Welsh  
I am going on holiday by car/ train/ plane