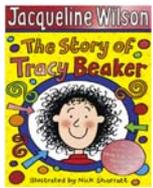
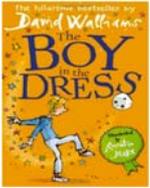
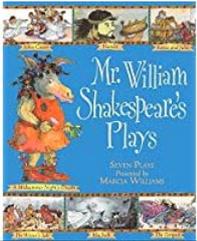
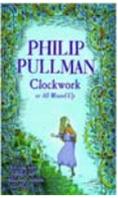


**Year Five Term 4      Materials**

	<b>Writing Map</b>		<b>Reading Spine</b>			
<b>English</b>	Theme	Materials				
	Main Text	Romeo and Juliet 				
	Story plot and focus	Tragedy Focus: dialogue				
	Poetry Unit	Death of Mercutio speech				
Non Fiction Unit	Newspaper report					

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Percentage</li> <li>• Geometry</li> </ul>
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<b>Science</b>	<p><b><u>Working Scientifically</u></b>  <b>Links to the statutory programme of study:</b></p> <ul style="list-style-type: none"> <li>• Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</li> <li>• Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</li> <li>• Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?</li> <li>• Can they use test results to make predictions to set up further comparative and fair tests?</li> <li>• Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?</li> <li>• Can they identify scientific evidence that has been used to support or refute ideas or arguments?</li> </ul> <p><b>Non-statutory notes &amp; guidance:</b></p> <ul style="list-style-type: none"> <li>• Can they raise questions to investigate about the properties of materials e.g. Which material would be the best for making a warm jacket? A towel? Black out curtains?</li> <li>• Can they make observations about the effect of temperature on different substances (including where there is irreversible change e.g. baking bread dough)?</li> <li>• Can they undertake research to find out about the impact chemical changes have on our lives e.g. cooking, the creation of new materials e.g. super-thin materials etc</li> </ul> <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 5 those topics are: Earth and space &amp; living things and their habitats.</i></p> <p><b><u>Properties and changes to materials</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Build on work from Year 3 (materials) and year 4 (electricity)</li> <li>• Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</li> <li>• Explain how some materials dissolve in liquid to form a solution.</li> <li>• Describe how to recover a substance from a solution.</li> <li>• Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating.</li> <li>• Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Describe changes using scientific words (evaporation, condensation)</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>• Describe the terms reversible and irreversible.</li> <li>• Explore changes that are difficult to reverse e.g. burning, rusting and reactions -such as vinegar with bicarbonate of soda.</li> <li>• Explore the work of chemists who created new materials e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)</li> </ul>
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<b>History</b>	No history
<b>Geography</b>	No geography
<b>e-safety</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>•Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</li> <li>•Do they understand the potential risk of providing personal information online?</li> <li>•Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> <li>•Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</li> <li>•Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</li> <li>•Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>•Do they understand that some messages may be malicious and know how to deal with this?</li> <li>•Do they understand that online environments have security settings, which can be altered, to protect the user?</li> <li>•Do they understand the benefits of developing a ‘nickname’ for online use?</li> <li>•Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?</li> <li>•Do they know that it is unsafe to arrange to meet unknown people online?</li> <li>•Do they know how to report any suspicions?</li> <li>•Do they understand they should not publish other people’s pictures or tag them on the internet without permission?</li> <li>•Do they know that content put online is extremely difficult to remove?</li> <li>•Do they know what to do if they discover something malicious or inappropriate</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Do they follow the school’s safer internet rules?</li> <li>•Can they make safe choices about use of technology?</li> <li>•Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?</li> <li>•Can they create strong passwords and manage them so that they remain strong?</li> <li>•Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> <li>•Can they competently use the internet as a search tool?</li> <li>•Can they reference information sources?</li> <li>•Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?</li> <li>•Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information</li> </ul>
<b>Computing</b>	<p><b><u>Information Technology: Multimedia</u></b>  <b>(Green screen)</b>  ZU3D/Green Screen</p>
<b>Religious Education</b>	<p><b><u>How do Christians try to follow Jesus’ example?</u></b></p> <ul style="list-style-type: none"> <li>• Who sets us an example and how do we set an example for others to follow?</li> <li>• How might the story of Jesus overturning the moneychangers’ tables affect how Christians live their lives today?</li> <li>• How might the story of Jesus telling a man to sell all his possessions affect how Christians might live their lives today?</li> <li>• What did Jesus teach about giving?</li> <li>• What ‘lessons for life’ did Jesus teach and how did Jesus set an example for others to follow?</li> <li>• How can we summarise Jesus’ example of the right way to live?</li> <li>• How does the work of some organisations exemplify Christian beliefs?</li> </ul>
<b>Physical Education</b>	<p><b><u>Tennis/Badminton/Volleyball (Matalan)</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they gain possession by working as part of a team?</li> <li>• Can they use forehand and backhand with a racquet?</li> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movement?</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain some important principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> </ul> <p><b><u>Sports Coach – football</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they gain possession by working as part of a team?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they pass in different ways?</li> <li>• Can they choose the best tactics for attacking and defending?</li> <li>• Can they use a number of techniques to pass, dribble and shoot?</li> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movement?</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain some important principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> <li>• Can they gain possession by working as part of a team?</li> <li>• Can they pass in different ways?</li> <li>• Can they choose the best tactics for attacking and defending?</li> <li>• Can they use a number of techniques to pass, dribble and shoot?</li> </ul>
<b>Art and Design</b>	<p><b>Sketching</b></p> <ul style="list-style-type: none"> <li>•Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>•Do they use their sketch books to compare and discuss ideas with others?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>•Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>
<b>Design and technology</b>	No D & T
<b>Music</b>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they compose music which meets specific criteria?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they use a music diary to record aspects of the composition process?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• <i>Do they understand the relation between pulse and syncopated patterns?</i></li> <li>• <i>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</i></li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>•Do they listen and show understanding of more complex familiar phrases and sentences.</li> <li>•Do they follow the text of familiar rhymes and songs identifying the meaning of words?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Do they ask and answer more complex familiar questions with a scaffold of responses?</li> <li>•Do they ask for clarification and help?</li> <li>•Do they use familiar vocabulary to say more complex sentences using a language scaffold?</li> <li>•Do they use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Do they follow the simple text of a familiar song or story and sing or read aloud?</li> <li>•Do they read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules?</li> <li>•Do they read and show understanding of a complex sentence using familiar language?</li> <li>•Do they use context/prior knowledge to determine the meaning?</li> <li>•Do they use a bi-lingual dictionary to identify the word class?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Do they write and say a simple phrase to describe people, places, things and actions using a language scaffold?</li> <li>•Do they write familiar complex sentences from memory with understandable accuracy?</li> </ul>
<b>PSHE</b>	<p>e-safety lesson</p> <p><b>Healthy Me</b></p> <p><b>Smoking</b> Can they make a healthy choice?</p> <p><b>Alcohol</b> Have they eaten a healthy, balanced diet?</p> <p><b>Emergency aid</b> Have they been physically active?</p> <p><b>Body image</b> Can they keep themselves and others safe?</p> <p><b>My relationship with food</b> Do they know how to be a good friend and enjoy healthy friendships?</p> <p><b>Healthy me</b> Can they keep calm and deal with difficult situations?</p> <p>To know drugs change the way the body works. To increase pupil awareness of illegal and legal drugs and their effects. To know how to make sensible choices and deal with peer pressure.</p>

<b>Enrichment</b>	<ul style="list-style-type: none"><li>• Anthony Glen – Romeo and Juliet</li><li>• Science museum</li><li>• Football tournament</li></ul>
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