

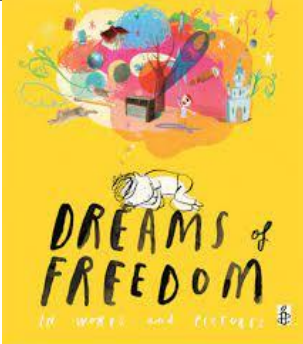
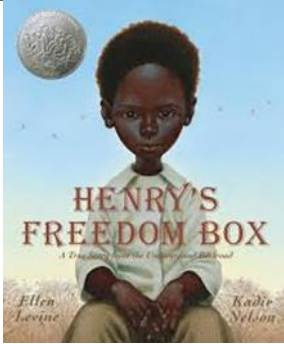

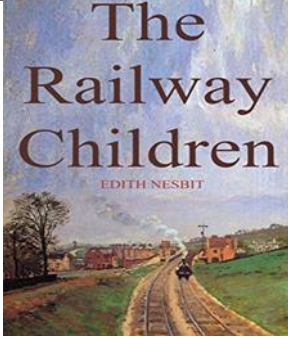


## YEAR 5 / SUMMER 1

### HOW DID THE COMING OF THE RAILWAY REVOLUTIONISE BRITAIN?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

#### KEY TEXTS

			
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<b>ACADEMIC EXCELLENCE</b>	<p>Focus on explaining what we are learning and what we need to next to improve</p> <p>Learning techniques for remembering more and committing new learning to the long term memory</p> <p>Understanding that progress comes through hard work and progress is relative to starting points</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Supporting children to embrace change and welcome new opportunities, being able to adapt</p> <p>Opportunities to develop ability to manage time and resources effectively</p> <p>Learning the skills needed for safe survival - lighting a fire, tying knots, building a shelter, tracking, knowing your paces.</p>

<b>LEARNING TO LEARN</b>	<p>Focus of the importance of reflection to make improvements especially linked to writing and evaluating</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Making decisions – are zoos really necessary today? Are humans helping or hindering endangered animals</p> <p>Is it right that only the fittest survive?</p> <p>Should animals have the same rights as humans?</p> <p>No Outsiders – To appreciate artistic freedom</p>



ENGLISH	READING	<p>To understand how authors affect their readers with intended affects</p> <p>To identify language features - adjectives, consistence present tense, show me - don't tell me, direct and reported speech, short sentences</p> <p>To develop range of vocabulary and terminology</p> <p>To know the features and purpose of of a range texts and their impact on reader</p> <p>To identify and know the difference between formal and informal language</p> <p>Scan to find specific details</p>
	WRITING	<p>Paragraphs – to include paragraphs and link ideas across paragraphs using adverbials</p> <p>Use a range of conjunctions to build cohesion, use relative clauses beginning who, which, where, when,</p> <p>Punctuation – recap speech punctuation and brackets for parenthesis</p> <p>To write a diary entry</p> <p>To edit and improve own writing independently</p> <p>To develop fluent handwriting style with correct use of joins</p>
	SPELLING / PHONICS	<p>Learn and remember words from the Year5/6 statutory spelling lists</p> <p>Revise previous spellings</p> <p>Use a range of strategies for learning words</p> <p>Use word origins, root words, prefixes and suffixes</p> <p>Develop personal spelling lists</p> <p>Continue to learn a range of homophones</p>
	SPOKEN LANGUAGE	<p>Give well-structured explanations</p> <p>Command of Standard English</p> <p>Use appropriate register</p> <p>The difference between vocabulary of formal and informal speech - formal tone</p>
MATHS		<p><b>Measurement</b></p> <p>To convert units of length, mass, time and temperature</p> <p>Find the perimeter and area of shapes</p> <p><b>Area and Perimeter</b></p> <p>Finding perimeter</p> <p>Measuring the area</p> <p>Estimating the area</p> <p><b>Volume</b></p> <p>Finding the volume of solids</p> <p>Finding capacity of boxes in various shapes</p> <p>Converting units of volume</p>



SCIENCE	<p>Ask relevant questions and use different types of enquiry to answer Set up practical enquiries, comparative and fair tests Careful and systematic observations, measure using a variety of equipment Gather, record, classify and present data Report on findings and draw simple conclusions Identify similarities and differences</p> <p><b>Biology</b> <b>Life cycles</b> To know about the lifecycles of mammals, birds, amphibians and insects To understand what part migration plays in their lifecycles</p>
HISTORY	<p><b>Investigate and interpret past</b> Use sources of evidence to deduce information Select suitable sources of evidence, giving reasons Use sources of information to form testable hypotheses. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past and refine lines of enquiry as appropriate. <b>Chronological knowledge beyond 1066 – Revolutionary Railways in Alderley Edge</b> How did early transport hold back developments in the locality? Why were improvements made to transport in the locality? How much difference did these improvements in transport make to the local area?</p>

COMPUTING	<p><b>Digital Literacy</b> <b>To understand what Stop motion animation is</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>
GEOGRAPHY	



<b>MFL</b>	<p><b>The theme of this term is music</b></p> <p>To use verbs of opinion with the accurate gender of the noun</p> <p>To use a dictionary to find the meanings of new words and translate words</p> <p>To use rhyming words to predict pronunciation of unfamiliar words</p>
<b>DESIGN TECHNOLOGY</b>	
<b>MUSIC</b>	<p>Analyse musical examples, identifying weight and accent through movement</p> <p>Notate rhythmic phrases that do not start on the first beat of the bar.</p> <p>Place music in its cultural context, exploring reasons for its use.</p> <p>Work effectively with others in groups of various sizes</p>
<b>PSHE</b>	<p><b>Keeping Clean</b></p> <p>To be assertive in their choices about body image</p> <p>The importance of personal hygiene as you get older</p> <p>Dealing with the pressures relating to body image</p>

<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>· Make correct and quick decisions when in a game situation when throwing and catching</li> <li>· To field the ball using the Long Barrier technique for a low fielding technique</li> <li>· Begin to hit the ball in space and vary the directions in which you hit in</li> <li>· Develop bowling techniques and how to use this to impact on the scoring within a game</li> <li>· Develop their confidence and competence in communicating with their team to increase the score within a game</li> <li>· Explore and apply a variety of running techniques to different distances 100m,250m</li> <li>· Evaluate and improve sprinting techniques beginning to think about different phases of the distances 10,20,30,40,50m</li> <li>· To develop sprint start techniques for use in Athletic events</li> <li>· Improve the hurdling action and the timing of the performance</li> <li>· To be aware of the different effects of exercise on breathing and heart rates</li> <li>· Can take their own pulse before and after exercise and start to think about recovery</li> </ul>
<b>ART AND DESIGN</b>	<p><b>Painting Objectives</b></p> <p>To develop confidence in using quicker brushstrokes when using water colour experiment with layering/overpainting to create a Claude Monet inspired railway image.</p> <p><b>Drawing objectives</b></p> <p>Develop perspective techniques previously taught, as well as using tone, light, and shade to make things appear 3D.</p> <p>Hatching techniques</p> <p>Develop shadow skills</p>
<b>RELIGIOUS EDUCATION</b>	<p><b>Islam</b></p> <p>What is worship?</p> <p>How do Muslims worship and show devotion to Allah?</p> <p>Why is the Qur'an so important to Muslims?</p>
<b>ENRICHMENT</b>	<p>Role play – a day in the life of a slave on the underground railway.</p> <p>Bikeability</p> <p>No Outsiders – To appreciate artistic freedom</p> <p>Walk to Alderley Edge train station</p> <p>King Charles' coronation</p>