

Computing - Creating Media: Video Production

By the end of the term, children will:

- Know what makes a video effective.
- Use a digital device to record video.
- Capture video using a range of techniques.
- Create a storyboard.
- Identify that video can be improved through reshooting and editing
- Consider the impact of the choices made when making and sharing a video.

Design and Technology - Mechanisms: Gears and Pulleys

Pupils who are secure will be able to:

- Give examples of machines that use gears and/or pulleys.
- Describe how gears and pulleys work and their purpose.
- Design and make a gear and pulley system.
- Write a problem statement.
- Write questions for market research, provide feedback and research market competitors.
- Write and use a design brief to guide design.
- Evaluate a product against a set of design criteria, provide useful feedback and incorporate changes.
- Draw and annotate an eco-gadget bike design.

English

In handwriting, children will learn how to:

- Join to and from r - start aware turtle tread
- Join using consistent height and size - flow flowed, row rowing, crow crowing, tow towed
- Develop fluency in writing - require shirt entire
- Form t at correct height - actually thought quarter interact
- Form s correct size and shape - schools bicycles tourists fairies
- Join at speed as writing demands
- Form letters from which we do not join - b p g q j x y z
- Join to and from ascenders - able ible ably ibly
- Form k - ocket icket ucket acket
- Form y - system fully welly chilly yearly

In spelling, children will learn to:

- Spell Common Exception Words: according, achieve, aggressive, ancient, available, awkward, controversy, curiosity, desperate, develop, environment, frequently, government, harass, hindrance, identity, lightning, marvellous, muscle, necessary, nuisance, persuade, privilege, recognise, secretary, shoulder, temperature, thorough, variety, vegetable
- Spell words with the letter string 'ough'
- Spell words with silent letters.
- Spell words ending in '-able' and '-ible'
- Spell homophones (isle/aisle aloud/allowed, affect/ effect, herd/ heard, past/ passed).
- Use the hyphen with prefixes -re and -co'
- Use a dictionary to support learning word roots, derivations and spelling patterns.

Children will begin to learn how to:

- Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn.
- Use of noun phrases to convey complicated information concisely.
- Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs.
- Indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must].

- Use the future tense using a range of modal verbs.
- Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose].
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun.
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.
- Use some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]
- Use the personal pronoun 'one', [e.g. One should not be concerned about... It is better to do this oneself.]
- Use nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]
- Use multi-word vs precise verbs [find out - discover; ask for - request; go in - enter]
- Use devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]
- Link ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]

Geography - Biomes and Time Zones

By the end of this term, children will know:

- Lines of latitude are imaginary horizontal lines going around the globe. They are used to indicate a location's north-south position.
- Lines of longitude are imaginary vertical around the globe. They are used to indicate a location's east-west position.
- Know that the globe is split into time zones. Know how to use time zones to work out how time changes in different locations.
- Know that the Greenwich meridian runs through London.
- Know some features of the temperate biome.
- Know some features of the desert biome.

Maths

During this term, the children will learn the following aspects of maths:

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number - fractions
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number

Music - Fundamentals in Year 5 Music

During this term, children will:

- Perform a vocal ostinato.
- Create and perform an ostinato.
- Sing in tune and in time
- Understand what a musical motif is.
- Compose and notate a motif.

PE

Netball

By the end of term, children will:

- Communicate with their team and move into space to keep possession and score.
- Pass, receive and shoot the ball with some control under pressure.
- Stay with an opponent and be confident to attempt to intercept.
- Know what position they are playing in and how to contribute when attacking and defending.
- Understand the need for tactics and identify when to use them in different situations.
- Understand the rules of the game and apply them honestly, most of the time.
- Know there are different skills for different situations and begin applying this.

Dance

By the end of term, children will:

- Accurately copy and repeat set choreography.
- Choreograph phrases individually and with others, considering actions and dynamics.
- Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- Lead a group through short warm-up routines.
- Refine the way they use dynamics, relationships and space in response to a stimulus.
- Suggest ways to improve their work and the work of others.
- Use counts when choreographing to stay in time with others and the music.

PSHE

By the end of term, children will:

- Know about anti-social behaviour and how it can affect others
- Identify and recognise different types of discrimination and prejudice
- Know about negative peer pressure
- Know the similarities and differences between online and offline bullying
- Know what is meant by banter
- Know how to get help to tackle online bullying and where to access support

RE - What does it mean to be a Muslim in Britain today?

During this term, children will learn:

- How many Muslims and how many mosques are there in Britain
- How the five pillars might affect the lives of Muslims in Britain today
- Why zakat (charity) is important to Muslims
- Why Muslims go on a pilgrimage

Science - Forces and Earth and Space








By the end of term, children will know:

- Water resistance is a type of friction, a force that acts in the opposite direction to a moving object's movement through water.
- Levers make work easier by changing the direction or strength of a force.
- Gears change the direction, speed, and force of a movement.
- The effect of pulleys is that they can change the direction of a force or reduce the amount of force needed to lift or move a heavy object.
- The sun is in the centre of the solar system and does not move. The planets of the solar system (including earth) orbit the sun.
- It takes 365 days for the earth to orbit the sun once.
- The earth rotates on its axis. The earth rotates once in a 24-hour period and this gives rise to day and night.
- This is why the sun appears to move across the sky from east to west.
- The moon orbits the earth once every 29.5 days.

Spanish - Do you have a pet? - ¿Tienes una mascota?

By the end of this unit we will:

- Say what pet you have and do not have in Spanish.
- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.

Spanish	English
 un perro	a dog
 un gato	a cat
 un conejo	a rabbit
 un hámster	a hamster
 un pez	a fish
 un ratón	a mouse
 una cotorra	a parrot / parakeet
 una tortuga	a tortoise

Spanish	English
Tengo...	I have...
No tengo...	I do not have...
Tengo un...	I have a... (masculine)
Tengo una...	I have a... (feminine)
que se llama...	that is called...
y	and
pero	but