

Geography

Volcanoes

- Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day;
- Identify, describe and compare and contrast the countries of Europe;
- Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular;
- Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region;
- Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey;
- Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution;
- Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey;
- Understand the stages in the manufacture of an economic activity - fish processing - together with what export, import and trade entails;
- Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.

Science

Reversible and Irreversible Changes

- Identify the properties of solids, liquids and gases.
- Investigate the factors affecting dissolving.
- Plan a fair test and record accurate results.
- Conclude and report their findings.
- Describe how sieving and filtering can be used to separate mixtures plus where they wouldn't work, e.g. filtering won't separate salt solution.
- Describe the outcomes of investigating the effectiveness of different filters.
- Describe the processes of evaporation and condensation. Give everyday examples.
- Recognise the 'reversible' link between the two processes.
- Recognise a change as irreversible and give the resulting substance/s - a new substance may be created.
- State the three factors needed for burning to take place.
- Explain the dangers associated with burning and identify safety precautions.

Physical Education

Boot Camp

- I can learn new moves and perform them with good technique and balance.
- I can perform more complex patterns of movement.
- I can devise a routine based on moves I have learned.
- I identify personal best performances, setting targets for improvement

**Year 5
Spring 1 2022**

Natural Disasters

Computing

Databases

- Children understand the different ways to search a database. Children can search a database to answer questions correctly.
- Children can design an avatar for a class database.
- Children can successfully enter information into a class database.
- Children can create their own database on a chosen topic.
- Children can add records to their database.
- Children know what a database field is and can correctly add field information.
- Children understand how to word questions so that they can be effectively answered using a search of their database.

English

Text types to be covered:

- Defeating the monster vignettes
 - Explanation texts - volcanoes
 - Narrative poetry
- * See attached objectives

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.

Maths

Multiplication and Division

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers.
- Divide numbers up to 4 digits by a 1digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

Area and Perimeter

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes

Art

Abstract landscapes—printing

- To understand the life and work of Wassily Kandinsky.
- To develop ideas for an abstract work of art inspired by Kandinsky.
- To create an abstract work of art inspired by Kandinsky.
- Replicate patterns observed in natural or build environments.
- Make printing blocks.
- Make precise repeating patterns.
- Build up layers of colours
- Create an accurate pattern, showing fine detail.

Religious Education

Incarnation

- To identify Gospel and prophecy texts, using technical terms.
- To explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Objectives to teach in every term in Year 5

In addition to previous learning, pupils should learn how to...

Reading	Reading	Writing	Transcription
<p>Becoming a Reader Develop a love of books and reading Enjoy reading for a sustained period Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Know a range of children's authors and poets Read for a range of purposes Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p>Word Reading Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Fluency Read Year 5 texts fluently</p>	<p>Reading Comprehension <u>Identify vocabulary being used beyond the literal sense</u> Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Use imagination and empathy to explore a text beyond the page Develop understanding by making connections between texts and the world beyond their own experience Apply previous retrieving objectives to year 5 texts Check that the text makes sense to them and use questioning and discussion to further their understanding <u>Use knowledge of synonyms and hypernyms to aid comprehension</u> <u>Use knowledge of synonyms and hypernyms to aid inference</u> Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence <u>Answer questions drawing on information from several places in the text</u></p> <p>Becoming a Researcher <u>Detect bias and distinguish fact from opinion</u> Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Planning, Composing and Evaluating Collect ideas for writing from the world around them Develop and explore ideas for writing through discussion, further reading and research Use a wide knowledge of text types, forms and styles to plan their writing Plan for a clear purpose and (an often real) audience <u>Use a wide knowledge of text types, forms and styles to inform their writing</u> Plan and write for a range of clear purposes and (often real) audiences (WTS KS2) Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Borrow writers' techniques from book, screen and stage Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5) Revise their work to ensure that the content and style of writing accurately reflects the purpose Proof-read their work for spelling, grammar and punctuation errors <u>Edit their work effectively and make improvements based on this</u> Evaluate the work of others and suggest improvements</p> <p>Grammar and Punctuation Use correct grammatical terminology when discussing their writing Ensure correct subject verb agreement Use verb tenses consistently and correctly throughout their writing (EXS KS2)</p>	<p>Spelling Use a dictionary to check the meaning and spelling of words (EXS KS2) <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u> Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')</p>

+ Objectives to teach in the Spring Term of Year 5

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener <u>Analyse techniques designed to engage the listener</u> Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to</p> <p>Drama Invent dialogue, gesture and movement to suit a character</p>	<p>Becoming a Reader Increase their familiarity with fiction genres including modern fiction</p> <p>Fluency Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience</p> <p>Reading Comprehension Revisit questions during the reading of a text as new information is revealed <u>Extract information that is scattered throughout a whole text</u> <u>Make inferences from evidence found throughout the text</u> Comment on a writer's purpose and viewpoint e.g. noting bias Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Explain why an author has used figurative language and the effect this has</p>	<p>Planning, Composing and Evaluating <u>Write to engage the reader</u> <u>Maintain a viewpoint throughout a text</u> Ensure cohesion within and between all paragraphs in a text <u>Carefully select words (including some from Appendix B – Year 5) to sustain and develop ideas</u> <u>Use stanzas to organise ideas around a theme in poetry</u> Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p> <p>Grammar and Punctuation Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text (EXS KS2) Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that Use relative clauses to add detail to sentences <u>Orchestrate a range of sentence structures</u> <u>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</u> Use grammar and punctuation both semantically and pragmatically</p>	<p>Spelling Spell words ending in -ant, -ance and -ancy Spell words ending in -ent, -ence and -ency <u>Spell diminutives using mini-, micro-, -ette and -ling</u> <u>Spell words with the prefix bi-</u> <u>Spell words with the prefix trans-</u> Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)</p> <p>Handwriting and Presentation Maintain legibility in joined handwriting when writing at speed (EXS KS2) <u>Combine written text and illustration to enhance the words and their meaning</u></p>