

English coverage

Week 1: Am I able to study a calendar theme poem?

Week 2: Can I study a pop song and consider its narrative meaning?
Am I able to produce a letter?

Week 3–5: Can I use a legend as a stimulus for writing? Legend Study: Michael Morpurgo 's Outlaw—The Tale of Robin Hood. Complete setting and character actions, diaries, letter writing and newspaper reports based upon the book.

Week 6-7: Can I produce a non-chronological report linked to Christmas around the world?

Week 8: Am I able to produce an explanation text linked to a moving toy?

Weekly reading comprehension linked to Michael Morpurgo's Butterfly Lion. We will study language, consider authorial intent and complete PEE paragraphs. Weekly spellings linked to rule studied that week. Daily GAP Buster linked to: full stops, commas, question marks, exclamation marks, apostrophe for contraction, apostrophe for possession.



Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Elms (Year Five)

Mrs Hocking's English and Maths group



LEARNING HOOK

Christmas Cracker

Science coverage

Week 1: Can I describe how some plants reproduce?

Week 2: Can I describe how some plants reproduce?

Week 3: Can I describe the life cycles of different mammals?

Week 4: Can I explain what Jane Goodall discovered about chimpanzees?

Week 5: Can I compare the life cycles of amphibians and insects?

Week 6: Can I compare the life cycles of plants, mammals, amphibians, insects and birds?



PE coverage

Week 1: (Running for Speed) Can I developing the basic skills for acceleration and sustain speed over longer durations?

Week 2: (Running Over Obstacles) Can I develop a three stride pattern over hurdles?

Week 3: (Throwing -Pull Throw) Can I throw with greater control, efficiency & accuracy; generating a greater force in throwing?

Week 4: (Throwing -Push Throw) Can I throw with greater control, efficiency & accuracy?

Week 5: (Jumping for Distance) Can I develop the approach, take off, flight and landing?

Week 6: (Jumping for Height) Can I developing power, control and consistency?



IT and Computing coverage

Week 1: Can I stay safe online?

Week 2: Can I record images? Can I add effects?

Week 3: Can I research a festive product?

Week 4: Can I present data?

Week 5: Can I use a software package to record and manipulate music?

Week 6: Can I create a karaoke animation?



Maths coverage

Week 1: Am I able to develop efficient written methods for addition?

Week 2: Can I use efficient written methods for subtraction?

Week 3: Do I understand short division (HTU x U)

Week 4 and 5: Am I able to apply written methods for short division?

Week 6: Can I apply my skills to assessments?

Week 7: Can I calculate fractions of numbers. (Unit fractions)?

Week 8: Can I calculate fractions of numbers. (numerator greater than 1)?

Daily Speed Calc linked to previous number concepts taught and covered. Maths is delivered via a three aims approach. Children will be utilising their fluency, reasoning and problem solving skills on a daily basis.



Discrete subjects

- Art (textiles) - use fabrics to create 3D structures. Building structures and layers. Use different grades of needles.
- Design—design, make and evaluate process of card and calendar.
- French Speaking and Listening -(Christmas Carol)
- Music—minute of music

Curriculum enrichment activities

Anti-bullying week—Do I understand how to keep myself safe? NSPCC visit.

Road safety week— Do I understand how to stay safe on the roads?

Parliament Day—Do I understand the role of Parliament

Fire Safety visit—Do I understand how to keep myself safe?



RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. **Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children. **Article 12** You have the right to give your opinion, and for adults to listen and take it seriously. **Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. **Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. **Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. **Article 19** You have the right to be protected from being hurt and mistreated, in body or mind. **Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. **Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Our Skills



To research



To communicate



To read and write



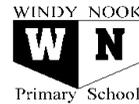
To create, produce and perform



To reason, problem solve and critically consider

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LEARNING HOOK

Christmas Cracker

Humanities (Topic) coverage

Week 1: Can I give an appraisal to a piece of music (festive)?

Week 2: Can I rehearse and perform?

Week 3: Can I carry out market research?

Week 4: Can I design a calendar?

Week 5: Can I make a calendar?

Week 6: Can I plan a Christmas Card?

Week 7: Can I make a Christmas card?



RE coverage

Week 1: Can I understand that worship is an important activity through which faith communities express beliefs?

Week 2: Can I understand that worship has key features which express beliefs?

Week 3: Can I understand that worship can be a communal or individual activity and be expressed in a variety of ways?

Week 4: Can I consider the meaning of worship?



British Values

Being Part of Britain: Celebrating both Christmas and Easter. School sports teams – representing the school (football, netball etc.) Recognition of Remembrance Day.

Democracy: School council elections and meetings. Election of Rights Respecting ambassadors. Regular opportunities to debate and vote in class through English and topic lessons. Golden time (choosing what you want to do) Voting for certificates. Debates in English.

Rules and Laws: All children sign home-school agreement. Use of traffic light system to enforce school rules. Class charters agreed together at the beginning of the year. Rights reminder and links to Rights Respecting made and reinforced

Individual Liberty: Children allowed to choose their own work – linked to level of challenge. All children in phase choose their own home reading book. Children encouraged to make right choices as regards e-safety.

Mutual Respect: Consistent and regular reinforcement of school rights respecting ethos through behaviour policy, regular assemblies and class discussions as they arise and where relevant. Visits to church in local area. Operation Shoe Box Appeal