

## English Coverage

Week 1: Digital Literacy linked to Aidan Gibbons—The Piano. Can I analyse a clip and use this to write in the viewpoint of a character?

Week 2: Can I describe a character using characterisation? Am I able to describe a setting?

Week 3: Can I use a digital clip as a stimulus for writing a narrative?

Week 4 and 5: Can I produce a persuasive piece of writing linked to a topical issue?

Focused reading comprehension will take place once a week—linked to Danny the Champion of the World by Roald Dahl.

Spellings: homophones, Short i spelt y, Adding -ation to verbs to form nouns, suffix ion, suffix ian



## Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Mrs Hocking

Year 5



## Maths Coverage

Week 1: Do I understand decimals and their place value?

Week 2: Can I calculate fractions of amounts?

Week 3: Can I calculate fractions of amounts?

Week 4: Can I add fractions?

Week 5: Can I subtract fractions?

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.



## Science Coverage

Week 1: Can I research a well-known scientist (Alfred Russell Wallace)?

Week 2: Can I record notes from different media?

Week 3: Can I record notes from different media?

Week 4: Can I plan a biography?

Week 5: Can I write a biography (Alfred Wallace)?



## Evolution

### PE Coverage

Year 5 will attend weekly swimming lessons at Heworth Leisure Centre.

Week 1: Can I perform the skills of hockey with accuracy, confidence and control, focusing on dribbling? Am I beginning to understand the role of defenders and attackers in hockey?

Week 2: Can I find and use space in a hockey game to help their team? Can I look for specific things in a game of hockey and explain how well they are being done?

Week 3: Can I practice the different techniques for passing a ball? Can I pass a ball while running? Can I receive a ball correctly and safely?

Can I begin to pass and receive a ball during a game situation?

Week 4: Can I respond consistently in the games I play, choosing and using skills which meet the needs of the situation? Can I recognise parts of a performance that could be improved, and identify practices that will help?

Week 5: Can I understand the rules and positions of hockey? Can I work in a team?



## IT and Computing Coverage

Week 1: Can I stay safe online?

Week 2: Can I follow instructions to achieve an outcome?

Week 3: Can I create my own scenes?

Week 4: Can I 'free code'? Can I debug programs?

Week 5: Can I create a simple game?



## Discrete Subjects

- French Speaking and Listening— colours
- Music—minute of music, rehearsing and performing French rainbow song.

### Curriculum enrichment activities:

HITT taster session

Young carers awareness day

E-Safety week



## Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Mrs Hocking

Year 5



# Evolution

## Humanities (Topic) Coverage

Week 1: Can I research animals that have become extinct and find out the reasons why?

Week 2: Can I understand that fossils provide information about living things that inhabited the earth millions of years ago?

Week 3: Can I create a fossil?

Week 4: Can I understand what a gene is?

Week 5: Can I understand what is meant by the term evolution and who Charles Darwin is?



## 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.

## British Values

### Individual Liberty

Children can choose their own golden time activity.

### Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

### Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

### Democracy

Children will be allowed to select tasks based on their perception of their ability.

## RE Coverage

Week 1: Can I classify different types of religious buildings and objects?

Week 2: Can I understand how the form of a building and its furnishings are linked to religious worship and beliefs?

Week 3: Can I understand that beliefs, ideas and feelings can be expressed in a variety of ways?

Week 4: Can I research a religious building? Can I create an information booklet?

Week 5: Can I understand that religious buildings and objects have meanings for their users?

