

## English coverage.

Week 1: Can I write a persuasion piece linked to a book?

Week 2: Can I write a persuasion piece linked to a book?

Week 3: Can I practice my reading comprehension?

Week 4: Can I write a narrative based on poetry?

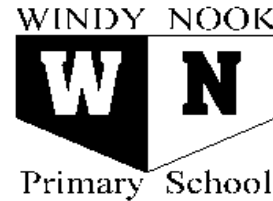
Week 5: Can I write a narrative based on poetry?

All lessons will have a daily spelling and grammar session.

Class: UKS2 Willows and Elms

Class Teachers: Miss Crowe and Miss Hill

Term: Spring 2



*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.*

## Maths coverage

Week 1: Can I understand percentages?

Week 2: Can I convert between different measurements?

Week 3: Can I explore properties of shape?

Week 4: Can I understand statistics?

Week 5: Can I explore area, perimeter and volume?

All lessons to have daily 'Speed Calc' sessions (3 calculation, 1 shape and space and 1 maths facts)

## Science coverage

Week 1: Can I give reasons for classifying animals based on their similarities and differences?

Week 2: Can I classify living things using the Linnaean system?

Week 3: Can I describe what different types of microorganisms do? Are they always harmful?

Week 4: Can I classify living things from a local habitat?

Week 5: Can I create a classification key for living things?

This term our topic is What a Disaster! We will learn about volcanoes, earthquakes and floods and their impact on the people and places that they occur. In Music, we will be developing our skills related to recognising and playing beats. In computing, we will be creating our own games using Purple Mash, while in Science we will be learning about animals and their habitats. In R.E., we will learning about the Last Supper and the lessons Christians take from this event. In P.E., we will be developing our tennis skills, learning how to serve and return effectively.

## Computing coverage

Week 1: Can I begin the design process for making my own game?

Week 2: Can I begin the design process for making my own the setting for my game so that it fits with the selected theme?

Week 3: Can I design the game quest to make it a playable game?

Week 4: Can I make my game more unique by selecting the appropriate options to maximise playability?

Week 5: Can I write informative instructions for my game so that other people can play it?

## Discrete subjects

- French - Quel Temps Fait-Il?
- Music— Skill Builders (Beat)
- Curriculum enrichment activities— Easter, cards, crafts and church service. Mother's Day
- Year 5 Swimming

## PE coverage

Week 1: Can I correctly grip the racket and use it to control the ball?

Week 2: Can I continue to develop my control with the racket and understand volleying?

Week 3: Can I develop the accuracy of my forehand and backhand stroke including volleying?

Week 4: Can I develop my serving?

Week 5: Can I hit a moving ball and develop my rallying skills?

All lessons will begin with a HIIT session.

## Geography coverage

Week 1: Can I explain how mountains are formed?

Week 2: Can I locate the world's mountain ranges?

Week 3: Can I explain where volcanoes are located?

Week 4: Can I understand the impact of Mount Etna on the island of Sicily?

Week 5: Can I explain what earthquakes are and how they are caused? Can I understand the impact of earthquakes?

Completed in an English lesson: Can I understand the impact of flooding in the U.K?

## 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.

## 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

## RE coverage

Week 1: Can I recognise the significance of the Last Supper?

Week 2: Can I understand the concept of sacrifice?

Week 3: Can I understand the concept of humility?

Week 4: Can I understand how the last supper teaches Christians how to live?