

## English

Study Hidden Figures, Cosmic and Boom!

### Discussion Text

To distinguish and discuss texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.

To experiment with the presentation of various views through discussion, debate and drama.

### Explanation Text

To plan, compose, edit and refine explanatory texts, using reading as a source.

### Instructional Text

To identify sets of instructions which are for more complex procedures.

To write a set of instructions and test them out on other people, revise and try them out again.

### Narrative

To recognise that story structure can vary in different types of story and that plots can have high and low points.

To notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story.

To analyse more complex narrative structures and narratives that do not have a simple linear chronology.

To look for evidence of differences that will affect the way that characters behave or the plot unfolds.

### Non-Chronological Report

To collect information to write a report in which two or more subjects are compared.

To plan, compose, edit and refine short non-chronological comparative report.

### Persuasion

To read other examples of persuasion to compare writing which informs and persuades.

To collect and investigate use of persuasive devices.

To write a commentary on an issue on paper or screen, setting out and justifying a personal view.

To use structures from reading to set out and link points.

To understand how persuasive writing can be adapted for different audiences and purposes, and how it can be incorporated into or combined with other text types.

### Poetry

To explain the use of unusual or surprising language choices and effects.

To use carefully observed details and apt images to bring subject matter alive.

### Recount

To identify the features of recounted texts such as sports reports, diaries, police reports.

To write recounts based on the same subject.

## PSHE

### Keeping safe and managing risks

To learn about keeping safe online.

To learn that violence within relationships is not acceptable.

To learn about problems that can occur when someone goes missing from home.

### Identity, society and equality

To learn about stereotyping, including gender stereotyping.

To learn about prejudice and discrimination and how this can make people feel.

## Mathematics

### Multiplication and Division

To multiply and divide numbers mentally drawing upon known facts.

To 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.

To divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.

To solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

### Fractions

To compare and order fractions whose denominators are multiples of the same number.

To identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number.

To add and subtract fractions with the same denominator and denominators that are multiples of the same number.

To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

To read and write decimal numbers as fractions.

To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Decimals and Percentages

To read, write, order and compare numbers with up to three decimal places.

To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. To round decimals with two decimal places to the nearest whole number and to one decimal place.

To solve problems involving number up to three decimal places.

To recognise the percent symbol and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

To solve problems which require knowing percentage and decimal equivalents, and those fractions with a denominator of a multiple of 10 or 25.

## Science

### Out of this world

To describe the movement of the Earth and other planets relative to the Sun in the Solar System.

To describe the movement of the Moon relative to the Earth.

To describe the Sun, Earth and Moon as approximately spherical bodies.

To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

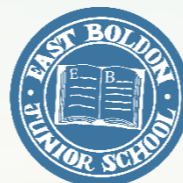
### Let's Get Moving

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

# Spring Term Year 5 Brazil!



## RE

### The Bible and its importance to Christians.

To recognise the importance of the Bible as the sacred text and describe how it impacts on Christians today.

To understand that there are different types of writing (Old and New Testament) and the differences between them.

To understand how the Bible is used in communal worship.

To understand how the Bible is used in private worship and everyday living.

To understand how following the authority of the Bible affects the lives of Christians.

To understand that the Bible can be interpreted in different ways.

### The Last Supper

To know the events of Holy Week.

To understand the significance of the Last Supper and what happened there.

To understand how Christians remember events through the ritual of Eucharist.

## French

### Vous désirez? What would you like?

To politely ask for items in a shop or restaurant.

To ask for items in euros.

To say what the weather is like.

To say how I travel to school and ask others how they travel to school.

To say which foods are healthy and which are unhealthy.

## DT

### Structure – Bridges

To identify arch and beam bridges and explain what 'compression and tension' mean.

To make a range of different shaped beam bridges.

To identify stronger and weaker structures.

To find different ways to reinforce structures.

To identify suspension and truss bridges.

To use triangles to create truss bridges and test them.

To understand how triangles can be used to reinforce bridges.

To measure and mark wood accurately.

To select appropriate tools and equipment for particular tasks.

To use saws safely to create parts for a bridge.

To identify points of weakness and reinforce them as necessary.

To evaluate the overall success of a bridge and improve it, as necessary.

## Art

### Every Picture Tells a Story

To evaluate and analyse creative work using the language of art, craft, and design.

To evaluate and analyse a work of street art and relate it to the news, current affairs, and British Values.

To understand what the Rorschach Inkblots were used for.

To use imagination to interpret and add detail to an image.

To create a message using purely visual symbols.

To know that throughout history, people have recorded their lives, history and written messages using pictograms and current emoji is a development from that.

To demonstrate understanding of the composition and meaning of a piece of artwork through a drama activity.

To use 2D drawings and explore shape form to develop ideas for 3D work

### Formal elements – Architecture

To draw a picture of a house from observation.

To look closely at details such as roof tiles and bricks to interpret them accurately.

To describe Hundertwasser's work, recognise it and reimagine buildings in this style.

To add colours and motifs to a design to transform the look of a building.

To design a building based on an architectural style.

To use perspective view, a plan view or front elevation to draw a design.

To design a building based on a theme or to suit a specified purpose.

To design a monument to symbolise a person or event.

## Computing

### Mars Rover 1

To identify how and why data is collected from space. To identify how messages can be sent using binary code.

To read and calculate numbers using binary code. To identify the computer architecture of the Mars Rovers.

To use simple operations to calculate bit patterns.

To represent binary as text.

### Mars Rover 2

To understand how bit patterns represent images as pixels.

To explain how the data for digital images can be compressed.

To identify and explain the 'fetch, decode and execute' cycle.

To create a safe online profile and tinker with 3D design software.

To modify the design of a 3D object using CAD software.

## Geography

### Brazil

To locate Brazil in the world and within the continent of South America.

To locate physical and human features of Brazil

To identify the climate zones within the continent

To explain why Brazil is an appealing place to live whilst recognising the disadvantages.

## PE

### Gymnastics

To create and perform sequences using apparatus. To use set criteria to make simple judgments about performances and suggest ways they could be improved.

To use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance.

To use strength and flexibility to improve the quality of a performance

### Fundamentals through multi-skills

To recognise, find, and use space effectively, including to help own team.

To understand the need to warm up and cool down, suggesting ideas for warm up and explaining their choice.

To move competently with a ball including with accuracy, confidence and control.

To know when to pass and dribble with the ball, so that they keep possession and make progress towards the goal.

To choose and play in a variety of positions in their teams and know how to help when attacking.

To change speed in attack and know what to do to score points in the games.

To use a variety of defending skills in team situations including how to mark and defend their goals, how to slow games down by keeping possession and making it hard to find space.

To understand there are different skills for different situations and begin to use these.

To move into space to help a team.

To play in a range of positions and know how to contribute when attacking and defending.

To pass, receive and shoot/score try with some control under pressure.

## Music

### BBC Ten Pieces - Heitor Villa-Lobos

To listen and reflect on a piece of orchestral music. To create my own piece of music using instruments and voice.

To learn musical language appropriate to the task.

To change sounds or organise them differently to change the effect.

To compose music which meets specific criteria.

To use notation to record groups of pitches (chords).

To suggest improvement to my own work and that of others.

To contrast the work of a famous composer and explain my preferences.

### Singing - Easter

To sing from memory with confidence.

To perform solos or as part of an ensemble.

To sing or play expressively and in tune.

To hold a part within a round.

To sing a harmony part confidently and accurately.

To perform with controlled breathing

## History

### Brazil

To explain how a locality has changed over time. To construct informed responses through selecting and organising information.

To describe social, cultural, religious and ethnic diversity in the wider world.