

## As readers and writers we will:

- read and discuss a variety of fiction, poetry, plays and non-fiction texts.
- make comparisons between books.
- draw inferences about characters' feelings, thoughts and motives for their actions.
- express our opinions about our own reading, and justify with evidence from the text.
- understand how grammar and vocabulary choices can change and enhance meaning.
- integrate description, action and dialogue to convey character and plot.
- suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- organise writing into paragraphs to show different information or events.
- Continue to use a variety of sentence starters to highlight the main idea.

## As scientists we will:

- plan different types of enquiry.
- record data and results using scientific diagrams and labels, classification keys, tables bar and line graphs.
- compare and group together everyday materials
- know that some materials dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- understand that dissolving, mixing and changes of state are reversible changes.
- describe the movement of the earth, and other planets, relative to the Sun in the solar system.
- use the Earth's rotation to describe day and night and the apparent movement of the sun across the sky.



## Year 5 Spring Term

### Our Big Question

#### A Victorian childhood: more challenging than yours?

This question is based on our history topic of the Victorians, where children will learn all about what it was like to be a child during Victorian times, as well as investigating food, life style, housing and clothes.

## As historians we will:

- draw a timeline showing key historical events from the Victorian period.
- investigate the lives of key figures during this time.
- compare two or more historical periods; explaining things which changed and things which stayed the same.
- draw comparisons to our own lives and that of the Victorians.

## As mathematicians we will:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- round any number, including decimals.
- add and subtract whole numbers with more than 4 digits, including using formal written methods.
- add three numbers with 5-digits.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- use rounding to add together mentally any 2, or 3-digit numbers. E.g.  $398+449= 400+450-3=847$
- multiply any number with up to 5 digits by 10, 100 and 1000.
- divide any number with up to 5 digits by 10, 100 and 1000.
- recognise and use square numbers and cube numbers and begin to use the correct notation for each.
- convert between different units of metric measurement e.g. Kilometre and metre, centimetre and metre etc.
- measure and calculate the perimeter of rectilinear shapes in centimetres and metres.
- know that the area of a square or rectangle is measured in  $\text{cm}^2$  or  $\text{m}^2$ .
- know that the area of a square is measured by multiplying the length of a side by itself.
- know that the area of a rectangle is measured by multiplying the length of the longer side by the shorter.
- compare information on line graphs and answer questions.
- solve difference and sum problems using information on line graphs to answer questions.
- construct tables to record information.
- know what a pie chart is, and read information from pie charts.
- Construct a bar graph from given information.

### As artists we will:

- study the medium of sculpture, linked to our RE work.
- study the work of George Segal and use his work to replicate a style.
- evaluate our own, and others work, suggesting ways of improving technique.

### As SpaG Collectors we will:

- Understand and use the terminology of relative clauses, and use relative pronouns-who, whose, where, which and when to add a relative clause.
- Continue to use commas, dashes and brackets to show parenthesis.
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use commas to clarify meaning or avoid ambiguity.

### As computer users we will:

Be artists-

- Create tessellations using a range of graphics software, linked to our study of signs and symbols in RE.

Be architects-

- Use 3D graphics software to explore and create virtual rooms linked to our study of Victorians.
- Be able to produce an audio commentary to accompany my design.

Don't forget that you can keep up to date with any changes on Frog!



### As designers we will:

- research and evaluate existing products.
- produce detailed step by step plans.
- understand how to be both hygienic and safe in the kitchen
- practice chopping, mixing and combining skills to make soup and bread.

### As linguists we will:

- develop the use of written sentences, including the use of adjectives and nouns.

### As sportspeople we will:

- make complex and extended sequences in gymnastics
- combine action, balance and shape.
- follow a map of our school grounds to complete challenges.
- develop team-building and communication skills to solve a range of challenges

### As musicians we will:

- listen to a range of Victorian music and evaluate its effectiveness.
- explore the famous 'Planets' suite by Holst, linking this to our learning in Science about the Solar System.
- compose our own futuristic pieces.
- use music diaries to record aspects of composition.