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| <p>English The children will use notes from research to write a persuasive text about climate change and its catastrophic effect on polar bears. Using a text <i>Lone Wolf</i> by Kathryn Lasky the children will look at how an author writes the wolf's story from the inside, noticing how she uses dialogue and monologue without actually having talking animals. They will use a similar technique in writing their own stories about a polar bear in the Arctic. Using a non-fiction reports about Arctic exploration, beginning with the Norwegian explorer Fridtjof Nansen's voyage on the <i>Fram</i>. The children will read about his idea, based on the location of wreckage found from an earlier, unsuccessful, expedition to use the natural flow of the ice on currents in the region to take the ship to the North Pole. They will then write diary entry paying particular attention to tense. Continuing the theme of the Arctic, with a focus on protecting our food supply. The children will read a report about a fishery that collapsed. They will research the causes, and find out about other fisheries and about the measures being taken to protect them. They will discuss these and what we can all do to help. Then take part in a debate about whether we should stop eating fish.</p> | <p>Topic: Titanic Term: 1 & 2 Curriculum Targets Year 5/6 Values: Confidence and teamwork</p> <p>RE Curriculum Targets: begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. Learning objectives: To carry out an enquiry into Christianity drawing on one no more than two religions</p> <p>Design Technology Design, Make and Evaluate Design and construct 3d model of Titanic using variety of materials and techniques to fulfil a given criteria.</p> <p>Computing Understanding the Internet Curriculum Objectives: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Internet safety and SCRATCH</p> | <p>Maths Curriculum Objectives: Number: Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero. Round any whole number to a required degree of accuracy. Solve number and practical problems Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp. Solve problems which require answers to be rounded to specified degrees of accuracy. Perform mental calculations, including with mixed operations and large numbers. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context. Identify common factors, common multiples and prime numbers. Interpret and construct pie charts and line graphs and use these to solve problems</p> |
| <p>Languages Curriculum Objectives: listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing BIG QUESTION: How Do I order food in a café?</p> | <p>Science Curriculum Objectives: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust BIG QUESTION: How has scientific knowledge of the time was used in constructing 'Titanic' and how scientific ideas have developed over time.</p> <p>PE - Aims develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. Dance, swimming and hockey</p> | <p>Geography & History Curriculum Objectives: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. BIG QUESTION/S: Where are Icebergs found? What route did the Titanic take on its maiden voyage? What is the history of White Star co? Who were the passengers and crew aboard the Titanic? What was the class system on board the Titanic? What events happened and when on-board the Titanic? What do the photos, artefacts, 1st hand recounts tell us about the night the Titanic sank?</p> |
| <p>PSHCE P4C Confidence and Teamwork What is confidence? How we work together to achieve</p> | | |

English:

READING:

To distinguish between statements of fact and opinion.

To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

To ask questions to improve their understanding of what they have read.

To retrieve, record and present information from non-fiction.

To ask questions to improve their understanding of what they have read (or watched or listened to).

To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

To provide reasoned justification for their views.

To predict what might happen from details stated and implied.

To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

To continue to read and discuss an increasingly wide range of poetry.

To increase their familiarity with a wide range of books, including those from other cultures.

WRITING:

To précis longer passages.

To note and develop initial ideas, drawing on reading and research where necessary.

To use a wide range of devices to build cohesion within and across paragraphs.

To use further organisational and presentational devices to structure text and to guide the reader.

To assess the effectiveness of their own and others' writing.

To use dictionaries to check the spelling and meaning of words.

To identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In writing narratives, to consider how authors have developed characters and settings in what they have read, listened to or seen performed.

To proofread for spelling and punctuation errors.

To choose which shape of a letter to use when given choices, and deciding, as part of their personal style, whether or not to join specific letters.

To choose the writing implement that is best suited to a task.

To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

SPAG:

To continue to distinguish between homophones and other words that are often confused.

To use modal verbs or adverbs to indicate degrees of possibility

To punctuate bullet points consistently.

To spell words with 'silent' letters.

To ensure the consistent and correct use of tense throughout a piece of writing.

To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

To use a colon to introduce a list.

To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically,

Maths:

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.

Use negative numbers in context, and calculate intervals across zero.

Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000

Round any whole number to a required degree of accuracy.

Solve number problems and practical problems that involve all of the above.

Solve number and practical problems that involve all of the above.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

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

Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Solve problems involving number up to three decimal places.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Add and subtract numbers mentally with increasingly large numbers.

Perform mental calculations, including with mixed operations and large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

Multiply and divide numbers mentally drawing upon known facts.

Multiply multi-digit number up to 4 digits by a 2digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Identify common factors, common multiples and prime numbers.

Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

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

Solve problems involving addition, subtraction, multiplication and division.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Statistics

Solve comparison, sum and difference problems using information presented in a line graph.

Interpret and construct pie charts and line graphs and use these to solve problems

Complete, read and interpret information in tables including timetables.

Calculate the mean as an average.