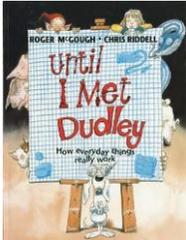


<b>Inspiration/Theme:</b> <b>Marvellous Machines – What are things worth?</b>		<b>Curriculum Driver:</b> <b>STEM</b>		<b>Outcome of learning:</b> <b>Explanation text and trust wide skype conference on artificial intelligence.</b>	
<b>Core texts/artefact/film</b>		<b>Provocations</b>		<b>Display Outcomes</b>	
  <p> <b>Poetry Spine:</b>            Mathilda by Hilaire Belloc            The Highwayman by Alfred Noyes         </p> <p>           Until I met Dudley by Roger McGough            Tin by Padraig Kenny         </p> <p> <b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction and non-fiction books.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Distinguish between statements of fact and opinion</li> </ul> </p>		<p> <b>Hook</b>            Take apart a mechanical machine.         </p> <p> <b>Trips/Visitors/Marvellous Middle</b>            Factory trip with an estimated cost of £8.00 for coach and insurances. With a focus on how Artificial Intelligence is used.         </p> <p> <b>Celebration/Fabulous Finish</b>            Share speeches across Mead Trust sites through an artificial intelligence conference using Skype.         </p> <p>           Parents/carers will be invited to celebrate and share our learning from Term 3.         </p>		<p> <b>Explanation texts with artwork</b>            to be displayed in school.         </p> <p>           Interactive posters displayed inside classroom and corridors and also with other Year 5 classes across the trust when skyping.         </p>	
				<b>Topic specific speaking frames</b>	
				<p> <b>The Language of Comparison:</b>            In some ways....and.....are alike. For instance they both.....            Another feature they have in common is that.....            Furthermore they are both.....            However they also differ in some ways. For example.....while.....            Another difference is.....         </p> <p> <b>The Language of Opinion:</b>            Therefore / In my opinion / I believe .....            He considers.....            It is my opinion that.....however others may/might believe.....         </p>	
<b>Topic Table</b>		<b>Book Corner</b>		<b>Home Learning</b>	
<p> <b>Key questions</b>            What is it? How does it work? What is it made of?            What do these gears do? What do levers do?         </p> <p> <b>Key images/artefacts</b>            Machine parts / pictures of machines         </p> <p> <b>Key vocabulary</b>            Levers, gears, cogs, bolts, forces, pulleys         </p>		<p> <b>Key questions</b>            How would you describe this text? What genre is it? How do you know?            How did/often...? Who had...? Who is...? Who did....? What can you learn from ..... from this section? Give one example of.....         </p> <p> <b>Key images/artefacts</b>            Disseminated machines         </p> <p> <b>Key vocabulary</b>            Artificial, intelligence, glyph, engineer, articulated, legendary, consciousness, singularity, sentient, mechanical, perception,         </p>		<p> <b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.         </p> <p>           Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.         </p> <p>           Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.         </p> <p>           To prepare for the term ahead, Marvellous Machines, it would be great if you could find time to research Artificial         </p>	

		Intelligence and think about what it might mean for the future.
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English		Art	Computing	RE
<p><b>Key Learning:</b></p> <p><b>Explanation Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing selecting the appropriate form and using similar model for their own</li> <li>Use organisational and presentational devices to structure texts and guide the reader</li> <li>Use conjunctions effectively</li> <li>Make links between paragraphs</li> </ul> <p><b>Speech Key Skill and Knowledge:</b></p> <ul style="list-style-type: none"> <li>Be able to construct arguments and opinions fluently</li> <li>Speak audibly and fluidly using appropriate language for the audience</li> <li>Use emotive language to convey meaning</li> <li>Use tone and intonation when speaking to convey emotions and meaning</li> </ul> <p><b>Vocabulary:</b> Artificial, intelligence, glyph, engineer, articulated, legendary, consciousness, singularity, sentient, mechanical, perception, conjunction, clause, phrase.</p>		<p><b>Key Learning:</b> The children will learn to create illustrations for their explanation texts. By using:</p> <ul style="list-style-type: none"> <li>Visual elements such as line, tone, colour</li> <li>Through exploring different materials to express ideas</li> <li>Evaluating and improving their designs</li> </ul>	<p><b>Key Learning:</b> Children will learn to design, write, test and evaluate a computer program, coded in Python text based programming language. They will do this through learning to:</p> <ul style="list-style-type: none"> <li>Debug and write programs that accomplish specific goals</li> <li>Solve problems by decomposing them into smaller parts</li> <li>Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Use sequence, selection, and repetition in programs</li> <li>Work with variables</li> </ul>	<p><b>Key Learning:</b> Children will learn to identify values in human life and think about their other values, with special reference to the values of Christians and Humanists. Children will be able to:</p> <ul style="list-style-type: none"> <li>Describe the ideas of Humanists</li> <li>Use vocabulary such as 'values', 'right' and 'wrong' and 'good' and 'poor'</li> <li>Make links between their own behaviour and values they hold</li> </ul>
Maths	History	Music		DT and Computing
<p><b>Key Learning:</b> Children will be learning about fractions and decimals through</p> <ul style="list-style-type: none"> <li>Dividing and multiplying fractions by whole numbers.</li> <li>Writing improper fractions</li> <li>Finding equivalent fractions</li> <li>Comparing and ordering fractions</li> <li>Adding and subtracting fractions</li> <li>Multiplying fractions by whole numbers</li> <li>Reading and writing decimals</li> </ul>	<p><b>Key Learning:</b> Children will learn to recognise changes in technology overtime and evaluate the impact of the changes using historical terms such as:</p> <ul style="list-style-type: none"> <li>Continuity, change, cause, consequence, mechanisation and revolution</li> </ul>	<p><b>Key Learning:</b> Children will become familiar with a number of pieces from the 'BBC 10 Pieces 3' and develop an understanding of the context of the music. Children will learn to use the music as a stimulus to create composed music and choreograph dance. The children will do this by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing the style of the music and its structure</li> <li>Exploring the story behind the music</li> <li>Working together to create new compositions</li> </ul>		<p><b>Key Learning:</b> Children will learn to create an interactive poster through:</p> <ul style="list-style-type: none"> <li>Designing according to a specification and an exploded diagram</li> <li>Recognising how to debug a programme</li> <li>Decomposition of processes</li> <li>Applying their understanding of computers to program and control their own product</li> <li>Applying and extend previous knowledge of electrical circuits through researching,</li> </ul>

**Curriculum Information**

Term: Spring Term 3

Class/Year Group: 5



<ul style="list-style-type: none"> <li>Comparing decimals</li> </ul>		<ul style="list-style-type: none"> <li>Sharing performances and reviewing and evaluating together</li> </ul>	<ul style="list-style-type: none"> <li>investigating and analysing an existing electoral product</li> <li>Evaluating their methods used</li> </ul>
Science	PSHE	MFL	PE
<p><b>Key Learning:</b> The children will learn to plan and investigate our own line of scientific enquiry and present our outcomes to others. This will be based upon our knowledge of:</p> <ul style="list-style-type: none"> <li>Unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (all)</li> <li>That some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (all)</li> <li>The effects of air resistance (RM)</li> </ul>	<p><b>Key Learning:</b> Children will learn about keeping safe and responding to emergencies and explore responses to difficult changes. They will do this through learning to:</p> <ul style="list-style-type: none"> <li>Explore how our attitude to change affects our situation</li> <li>Reflect on and celebrate the lives of those who have passed away and what it feels like to lose them</li> <li>Understand and prepare ourselves for an emergency and why we need to know and how to deal with them</li> </ul>	<p><b>Key Learning:</b> Children will learn about weather, clothes and traditions. Through the application of French vocabulary and grammar to allow them to choose the right words and phrases to orally tell about weather.</p> <p style="text-align: center;"><b>Geography</b></p>	<p><b>Key Learning:</b> Children will learn to create, practise and perform a gymnastics and dance routine by:</p> <ul style="list-style-type: none"> <li>Selecting and performing jumps appropriately in response to the sporting situation</li> <li>Be aware of possible dangers when planning an activity</li> <li>Identifying specific parts of performance to improve and design ways to do this</li> <li>Developing and applying a wide range of actions, levels, directions, speed and quality of movement to link together as a sequence</li> </ul>