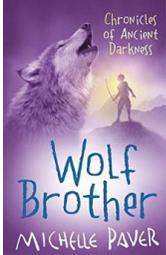


Curriculum Information

Term: Spring Term 4

Class/Year Group: Year 5

Inspiration/Theme: What is important to you?	Curriculum Driver: English	Outcome of learning: A quest narrative based on the adventures of Torak and his wolf-cub companion from 'Wolf Brother.' Performance poetry	
Core texts		Provocations	Display outcomes
<div style="text-align: center;">  </div> <p>Reading skills</p> <ul style="list-style-type: none"> Find and explain the meaning of words in context Retrieve and record information Be able to infer by using clues in the text <p>Poetry</p> <ul style="list-style-type: none"> Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Poetry Spine The Listeners, by Walter de la Mare</p>		<p><u>Hook?</u></p> <ul style="list-style-type: none"> Shelter building <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> Trip to woods area to study our local area and develop our local geographical knowledge <p><u>Celebration/Fabulous Finish</u></p> <ul style="list-style-type: none"> Share our quest stories and perform our poems to parents 	<p>Quest stories</p> <p>Art printing</p> <p>Shelter designs and builds</p> <p>Maps of the local area and of quest setting</p>
Topic Table/Display		Home Learning	
<p><u>Key questions</u> What is important to you and why? What would you rescue first? How can you show that you care for others? What would you need to survive in the forest setting?</p> <p><u>Key images/artefacts</u> Forest school equipment and images, classification trees for plants and animals, things that are important to us.</p> <p><u>Key vocabulary</u> Quest, wolf pack, journey, expedition, tribe, ancestors, shelter, importance</p>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> How would you describe this text? What genre is it? How do you know? Who had...? Who is...? Who did...? What happened to...? What can you learn from from this section? Give one example of..... <p><u>Key images/artefacts</u> Survival kit, Bronze age artefacts, ice forests, wolves.</p> <p><u>Key vocabulary</u> Wolf, prospect, bewildered, speculate, menace, ominous, livid, endure, acclaim, conjure, despondent.</p>	<p><u>Weekly Home Learning:</u> 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><u>Super Six:</u> Research facts about wolves, create a cave painting, photograph nature- you could evidence the seasons, make a dream/spirit catcher, bring in a photograph of what is important to you, survey your local environment for flora and fauna and present your findings appropriately.</p>	

English	Maths	Science	PE
<p>Curriculum Outcomes: The children will write a third person quest story based on our reading text, Wolf Brother. Children will perform poems using tone and intonation to show meaning and understanding</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form Noting and developing initial ideas, drawing on reading In narratives, describing settings, characters and atmosphere Integrating dialogue to convey character and advance the action Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Vocabulary: quest, pursuit, sidekick, companion, personification, metaphorical, enchanted, inherited, generations, tone, intonation</p>	<p>Curriculum Outcomes: Children will learn how to compare quantities and give percentage as an amount out of 100. They will explore angles and solve problems involving angles and investigating angles inside regular polygons. They will then explore position and movement.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Compare quantities Find percentages Give fractions as decimal numbers Know types of angles Measure angles Investigate angles on a line and about a point Draw angles Investigate angles in quadrilaterals Naming and plotting points on a grid Translation of a shape Looking at and describing reflections across a mirror line <p>Vocabulary: part, whole, percent, quantity, acute, obtuse, reflex, right angle, protractor, degrees, quadrilateral, polygon, position, translation, direction, reflection, grid, plotting</p>	<p>Curriculum Outcomes: Children will have compared the life cycles of plants, mammals, amphibians, insects and birds. They will plan an inquiry using a control variable and record and the results using an appropriate method.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals <p>Vocabulary: life cycle, mammal, amphibian, insect, reproduce, pollination, stamen, anther, stigma, style, ovary, carpel, petal, pollen, stem</p>	<p>Curriculum Outcomes: Children will combine, agility, coordination and team working skills accurately through netball and swimming (if appropriate)</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Catch, throw and use equipment Select and perform appropriately in response to the sporting situation Competing Stay calm and control my emotions during and after competing <p>Vocabulary: team member, opponent, pivot, pass, defend, attack, compete</p>
			History
Geography	Computing	DT	RE
<p>Curriculum Outcomes: Children will map their journey into the local geographical area, using physical landmarks as a guide.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Observe, measure and record distances within the local area Record findings using a number of methods, including sketching, mapping, plans, graphs and technology <p>Vocabulary: map, physical feature, landmark, distance, metre, measure, record, human impact</p>	<p>Curriculum Outcomes: Children will design an interactive adventure story and write a computer program with variables controlling the action.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Understand the correct use of variables to control values within a computer program Produce perfect syntax to ensure working algorithms Debug a complex piece of coding to produce a working outcome <p>Vocabulary: algorithms, variable, flowchart, process, sequence, Python, program, instructions, events.</p>	<p>Curriculum Outcomes: Children will use a design criteria to develop a stable structure to shelter a person.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Generate and develop ideas through annotated sketches, cross-section sketches and exploded diagrams Apply ways to strengthen and reinforce complex structures Test and evaluate ideas and products against the design criteria and consider options about how to improve our work <p>Vocabulary: design, criteria, structure, strengthen, fasten, geometric structure</p>	<p>Curriculum Outcomes: Through the study of Christianity, children will see how Christians live out their beliefs in their everyday lives.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Understand Agape love and what this looks like in practice Reflect on how to forgive others Reflect on way to reconcile situation Study the feeding of the 5000 Bible story <p>Vocabulary: beatitudes, agape- love, selfless, sacrificial, unconditional, forgiveness, reconcile</p>

PSHE	MFL	Art	Music
<p><u>Outcome of learning:</u> Children will explore what leading a healthy lifestyle means, in particular looking at managing both physical and mental health to promote wellbeing.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> Describe the foods needed for a balanced diet Stand up for what you think after listening to others and make your own choice Recognise how to have a healthy body and mind Classify alcohol as a drug <p><u>Vocabulary:</u> stress, anxiety, relaxation, mindfulness, stilling, healthy, body, mind</p>	<p><u>Curriculum Outcomes:</u> Children will revise the words for sports clothing. They will also devise some actions to denote the different weather.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> Learn how to say different people have and don't have something Revise the phoneme 'a' and how to pronounce it correctly Learn some simple phrases to describe the weather <p><u>Vocabulary:</u> le short, le maillot de football, la casquette, les chaussures de football, les lunettes de soleil, le karaté-gi, Il fait du soleil, Il fait du vent, Il fait froid, Il neige, Il pleut, Quel temps, fait-il?</p>	<p><u>Curriculum Outcomes:</u> The children will create a mono print image to illustrate their quest story using printing methods.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> Explore visual elements – line, tone and texture Explore art processes – drawing and printing Analyse the work of existing artists Evaluate the outcome of printing <p><u>Vocabulary:</u> line, tone, texture, mono print, contrast, print, ink, layer, evaluate</p>	<p><u>Curriculum Outcomes:</u> Children will be exploring a varied selection of music from across the African continent. They will have the opportunity to perform traditional djembe drumming, gumboot dancing and a Senegalese pop song.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> Successfully perform an ostinato part on a Djembe drum. Learn the different hand positions to create a variety of sounds. Respond to the signals played by the 'lead' drummer. Perform successfully as a class orchestra keeping in time with other players. Compose simple repeated patterns. <p><u>Vocabulary:</u> orchestra, drum, beat, rhythm, Africa, continent, djembe, performance, evaluate, call and response, lead drummer, palm</p>

