

Please see the outline for our half term below. Please note that planning may be adapted as the term progresses to ensure that it meets the needs of the children. Please get in contact with your child's teacher if you would like further information.

| Spring 1 Topic: | | |
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| English | Maths | Wider Curriculum |
| <p>English teaching and learning will be made up of English sessions, Guided Reading sessions and spelling sessions.</p> <p>Book: Clockwork by Philip Pullman.</p> <p>Focus for the half term:</p> <ul style="list-style-type: none"> ● Embedding List of Magic sentence structures ● Writing technically accurate sentences ● Handwriting ● Year 5 statutory spelling list and spelling patterns ● Choosing and reading a wide range of books for enjoyment ● Making sense of unfamiliar words ● Reading and discussing texts in small groups to develop comprehension ● Features of a range of text types ● Writing for a range of purposes and audiences | <p>Maths teaching and learning will be constantly adapted in response to the children's needs. This half term, we will be focusing on the following topics:</p> <ul style="list-style-type: none"> ● Fractions, decimals and percentages: <ul style="list-style-type: none"> ○ Adding, subtracting and multiplying fractions. ○ Recognising fraction, decimal and percentage equivalents. ○ Comparing fractions and decimals. ○ Rounding decimals to the nearest whole number. ● Shape: <ul style="list-style-type: none"> ○ Identify 3-D shapes, including cubes & other cuboids, from 2-D representations ○ Draw given angles, and measure them in degrees (°) | <p>Science: Earth and Space:</p> <ul style="list-style-type: none"> ● To explain how gravity causes unsupported objects to fall towards the Earth ● To observe and describe the effect of air resistance. ● To observe and describe the effect of water resistance ● To observe and describe the effect of air resistance. ● To observe and describe how some mechanisms allow a smaller force to have a greater effect (e.g. levers, pulleys and gears) <p>History: Benin 900 AD:</p> <ul style="list-style-type: none"> ● What sort of place was Benin 500-1000 years ago? ● What can we tell about Benin society at this time from the images and artefacts that have survived? ● What changes took place when the European settlers started trading? ● Why did the Victorians get involved in Benin and what were the effects on the Benin people? ● Should the Benin bronzes be returned? |