



### Literacy

#### **Main learning objectives:**

- Non-Chronological Reports

#### **Context/hooks/reasons to write:**

- Trip to Wildlife Park
- Topic of Attenborough's Earth

#### **Activities to be on weekly plan**

- Cohesion between paragraphs using topic sentences and adverbials
- 1st person and 3rd person
- Formal language and use of standard English
- Colons to introduce a list
- Weekly spellings

# Year 5 MTP Attenborough's Earth

### Key dates/ events

- Library trip
- Art Day
- D&T Day
- Luke Quaine workshop

### Pupil voice:

Can we carry on learning about Attenborough's Earth/ rainforests?

### Numeracy - Number

- Times table practice
- Multiply and divide mentally drawing upon known facts.
- Multiply numbers up to 3 digits by a 1 or 2 digit number using a formal written method.
- Divide numbers up to 4 digits by a one digit number using formal written method.
- Interpret remainders according to context.

#### **Activities to be on weekly plan**

- Times table practice and continuing of games
- Early bird to focus on multiplying and dividing
- Problem solving in real life situations
- Interventions to support/ pre teach

### Science

#### **Main learning objectives:**

##### Materials and their properties

- Grouping and classifying materials
- 1e: to recognise differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.
- 2. Changing materials
- 2d: about reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating
- 2e: the part played by evaporation and condensation in the water cycle
- 2f: that non-reversible changes [for example, vinegar reacting with bicarbonate of soda, plaster of Paris with water] result in the formation of new materials that may be useful

#### **Activity ideas, to include reference to investigations:**

- Testing out real materials and their properties
- Experiments involving melting chocolate at different temperatures
- Experimenting with condensation
- Investigate irreversible changes with vinegar and baking soda

### D&T

#### **Main learning objectives:**

- I generate ideas by collecting and using information.
- I take the views of users' into account when designing my products.
- My textile products include structural changes, such as plaiting or weaving to create new products such as rope, belts, bracelets etc.

#### **Activity ideas:**

- Use research of Rainforests to create own mini version of a rainforest
- Use different materials to create tress, different layers and animals
- Use peer assessment to improve and help design

### Music

#### **Main learning objectives:**

- I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).
- I can create rhythmic patterns with an awareness of timbre and duration.
- I identify where to place emphasis and accents in a song to create effects.

#### **Activity ideas:**

- Create rainforest sounds
- Garage band app on iPads using headphones

### RE - Weddings (Chrissie)

#### **Main learning objectives:**

- I can talk about special times I have shared with others.
- I can discuss what is a wedding.
- I can talk about what happens in a Christian wedding.
- I know what happens in a civil partnership.

### PSHE - Healthy Me/ Looking after me

#### **Jigsaw unit - Main learning objectives:**

- Making or discussing positive choices to stay physically healthy - exercise, food, water etc.
- Recognising ways to stay safe
- Recognise and talking about my feelings
- Managing my feelings - using strategies discussed.
- Having a positive attitude

#### **Activity ideas:**

- See Jigsaw folder

### ICT - E-Safety

#### **Main learning objectives:**

- To understand appropriate and inappropriate use of technology.
- To understand the audience of online content.
- To add sound or music to a story.
- To layer and combine a range of sounds.

#### **Activity ideas:**

- Link to music lessons
- Link to English/ Topic lessons

### PE - Key area (s) - Swimming and Dance

#### **Main learning objectives:**

- Physical literacy - to promote this in Year 5
- Swimming
- I am creative and imaginative in composing my own dances.
- I perform expressively.

#### **Activity ideas:**

- Swimming at NSC
- The Hakka
- Create own Hakka
- Just dance

### Geography/History: Rainforests/ Attenborough's Earth

#### **Main learning objectives:**

- I ask, "What may this place be like in the future?"
- I collect statistics about people and places and present them in the most appropriate ways.
- I can summarise an environmental issue, its possible causes, and solutions either in the local area or an area I am studying. \*\*\*
- I can suggest more than one solution as to how a locality can be improved.
- I know how I can contribute to a reduction in climate change.
- I can summarise ways that people are trying to manage an environment.

#### **Activity ideas:**

- Learn about the effects on the rainforest
- Look at deforestation, forest fires, farming and mining.
- Research in more detail and link to global warming
- Create posters on supporting the rainforest