

**Book Spine:** Midnight Fox  
**Non Fiction:** Persuasive Writing:  
 Saving the environment.  
 Recount: Natural disaster  
 Discussion: Shorter Easter holidays  
**Fiction:** Fantasy settings  
**Grammar:** Cohesive devices; modal verbs; commas to clarify meaning or avoid ambiguity; relative clauses; brackets, dashes and commas to indicate parenthesis

**Life cycles:** Describe 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  
**Mixtures and Reactions.** Compare and group together everyday materials on the basis of their properties.  
 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Give reasons for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

**Number:** Write, order, compare numbers up to 1000000. Problems. Roman Numerals.  
 Addition and Subtraction: Mental and formal written, rounding to check.  
**Multiplication and Division:** Multiples and factors, primes, mental, formal long multiplication, multiply and divide decimals by 10, 100, 1000, square and cube, problems.  
**Fractions:** Equivalent, order, mixed no., improper, add, subtract, multiply, conversions, rounding, decimal ordering, percentages, problems.  
**Measures:** Conversions, time problems.  
**Geometry:** Regular and irregular shapes  
**Statistics:** Interpret data in charts and tables.



**RE:** Being open, honest and truthful. Being silent and attentive to and cultivating a sense for the sacred. Being modest, listening to others. Participating and being willing to lead. Context: Easter: Explain this significant Christian festival  
**UNICEF LINKS: Article 14, 28**  
**PSHE:** Keeping safe:  
 - risks in different familiar situations  
 - strategies for managing risk to keep us physically and emotionally safe  
 - dealing with peer pressure  
**Visit- Safeside**  
**UNICEF LINKS Article 24**

**English**

**UNICEF PSHE & RE & Philosophy for Children**

**Science**

**Year 5 Spring 2018-2019**  
**Title: What a Wonderful World**  
 Question: How do places in the world differ?  
 What's the UK like?

*Achieving Excellence Inspiring Dreams*

**Mathematics**

**French:** Describing a route (to school); places in town; simple directions; the alphabet

**MFL**

**Music**

To sing songs in two parts.

**Physical Education**

**Football:** To play effectively in a variety of positions and formations  
 Relate a greater number of attacking and defensive tactics to game play  
**Gym:** Create longer and more complex sequences and adapt performances  
 Compare performances and judge strengths and areas for improvement  
**Cricket:** Link together a range of skills and use in combination  
 Collaborate as a team to choose, use and adapt rules in games  
**Hockey:** To be able to be able to combine basic hockey skills such as dribbling and push pass  
 To begin to play effectively in different positions on the pitch

**Computing**

**Exit Point :**  
**We are movie makers:**  
 Making the documentary using i-movie and a green screen.  
**BGfL Making games**  
 Step by step 'Etch-a-sketch'  
 Step by step 'Drop and catch'  
**E-Safety/UNICEF LINKS 8/16**  
 Understand what spam is and identify strategies for dealing with it.  
 How to cite a site.

**History & Geography**

**Entry Point:**  
**D and T:** Design, make and evaluate a **mini greenhouse**  
 Chn to make a **calendar** with pictures of the world. Use publisher template. Ask an adult to judge  
**Knowledge Harvest:** Chn to draw from memory a **map of world**, then compare with a real map. Discuss. Ask chn to **mind-map** what they know about The Earth given subheadings.  
**Biomes:** Chn to research and **write a report** about different biomes around the world (not rainforests-covered in Y4) to include physical and human geographical features. **Link to UNICEF article 24.** Chn then to turn their research into a **nature documentary**. Show in the Film Festival.  
 Look at maps of the world and UK, comparing key physical and human features. **Create own region** showing differences in climate, land elevation, population etc. Use 6 figure map references.  
 Look at OS map of our area and compare with a historic map of Cotteridge. **Discuss and write about how it has changed.**  
 Identify layers of the Earth and **draw a cross section diagram.**  
 Research extreme weather and natural disasters and **produce a news report to be filmed.** **UNICEF: 26**  
 Locate global geographical features and landforms for continents/countries and **a 3D map to show formation of features.** **Exit point:** Computing- We are Movie Makers

**Art & DT**

**Art:** Create a **clay tile** to represent one of the six major world biomes.  
**Entry Point:**  
**D and T:** Design, make and evaluate a **mini greenhouse**