

COMBE MARTIN PRIMARY SCHOOL

CLASS 5

Key Questions

Term 1

Overarching Topic: <i>Harmony & Conflict</i>		<i>Number of weeks: 7</i>
<i>Key Question</i>	<i>Can you find harmony within a conflict?</i>	
<i>Planned Outcome</i>	<i>Children will explore the relationships which can spring up between ‘enemies’ at events such as the Christmas day football match on the frontline between Germany and Britain in the first world war.</i>	
<i>Big Experience Link</i>	<i>Dartmoor</i>	
Subjects	Activities and Independent Learning	NC Links
<i>English</i>	<p><i>Persuasive writing about an issue (possibly environmental) close to the hearts of the children</i></p> <p><i>Narrative writing with description based on rainforests using <i>The Tin forest</i> and <i>The Tower to the Sun</i> as stimuli.</i></p> <p><i>Explanation writing about processes such as the water cycle.</i></p>	<p>Reading: Narrative, explanation, non-chronological reports Read a broad range of genres •Recommend books to others •Make comparisons within/across books •Support inferences with evidence •Summarizing key points from texts •Identify how language, structure, etc. contribute to meaning •Discuss use of language, inc. figurative •Discuss & explain reading, providing reasoned justifications</p> <p>Writing: Narrative, explanation, non-chronological reports Use knowledge of morphology & etymology in spelling •Develop legible personal handwriting style •Plan writing to suit audience & purpose; use models of writing •Develop character & setting in narrative •Select grammar & vocabulary for effect •Use a wide range of cohesive devices •Ensure grammatical consistency</p>



		<p>Grammar: Use appropriate register/ style</p> <ul style="list-style-type: none"> • Use the passive voice for purpose • Use relative clauses <ul style="list-style-type: none"> • Use commas for clauses • Use brackets, dashes & commas for parenthesis • Use full punctuation • Use language of subject/object <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Use questions to build knowledge • Articulate arguments & opinions • Use spoken language to speculate hypothesize & explore <ul style="list-style-type: none"> • Use appropriate register & language
<p>Maths</p>	<p>Circles Line Graphs Pie charts The Four Operations Prime Numbers Context activity: recording rain forest data using various statistical methods.</p>	<p>Number/Calculation</p> <ul style="list-style-type: none"> • Secure place value & rounding to 10,000,000, including negatives • All written methods, including long division • Use order of operations (not indices) • Identify factors, multiples & primes • Solve multi-step number problems <p>Algebra</p> <ul style="list-style-type: none"> • Introduce simple use of unknowns <p>Geometry & Measures</p> <ul style="list-style-type: none"> • Confidently use a range of measures & conversions • Calculate area of triangles / parallelograms • Use area & volume formulas • Classify shapes by properties

		<ul style="list-style-type: none"> • Know and use angle rules • Translate & reflect shapes, using all four quadrants Data • Use pie charts • Calculate mean averages Fractions, decimals & percentages • Compare & simplify fractions • Use equivalents to add fractions • Multiply simple fractions • Divide fractions by whole numbers • Solve problems using decimals & percentages • Use written division up to 2dp • Introduce ratio & proportion
<p><i>Science/ Technology</i></p>	<p><i>Habitats</i> <i>Plants</i> <i>Evolution</i></p>	<p>Animals including humans: describe the changes as humans develop from birth to old age. Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <input type="checkbox"/> describe the ways in which nutrients and water are transported within animals, including humans. <p>All living things: explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the life process of reproduction in some plants and animals. <p>describe the changes as humans develop to old age.</p>

		<ul style="list-style-type: none"> • 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. • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p><i>Arts</i></p>	<p><i>Landscape art, looking at how famous artists used techniques to create their artwork.</i></p>	
<p><i>Geog/Hist</i></p>	<p><i>Key cities around the UK and Europe</i> <i>Identifying the characteristics of rainforests and differences between UK forests and rain forests.</i> <i>The Weather and linking data from research into this to our statistics unit in Maths.</i></p>	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world <ul style="list-style-type: none"> • a study over time tracing how several aspects national history are reflected in

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		<i>the locality (this can go beyond 1066)</i>
<i>Music</i>	<i>Samba music (link to Brazil and the Amazon)</i>	<ul style="list-style-type: none"> • <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> • <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>
<i>PE</i>	<i>Swimming/Tennis/Athletics</i>	<ul style="list-style-type: none"> • <i>use running, jumping, throwing and catching in isolation and in combination</i> • <i>play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</i>
<i>ICT</i>	<i>Scratch Programming</i>	<ul style="list-style-type: none"> • <i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> • <i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> • <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>
<i>PHSE / RE</i>	<i>Growth Mindset Buddhism Christianity (Salvation)</i>	<p><i>to examine the inter-relationship between religion & the arts;</i></p> <p><i>to recognise & use symbolism used in religions;</i></p> <p><i>to think about their own experiences of life & understand the motivation of people within religious traditions;</i></p> <p><i>to think about their own & other people's questions about puzzling aspects of life;</i></p>
<i>Being British</i>	<i>British Values</i>	