

<p>English In English, we will be using the film unit 'High Diving Giraffes' to practise using the features of an explanation text. After this, we will be using the text 'How to Live Forever' by Colin Thompson to practise using the features of a balanced argument.</p> <p>Spellings will cover:</p> <ul style="list-style-type: none"> Challenge words which are year 5/6 common exception words, Words ending in '-able' where the 'e' from the base word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with silent first letters Silent letters 	<p>Maths <u>Multiplication and Division</u></p> <ul style="list-style-type: none"> To multiply a 2-digit, 3-digit and 4-digit number by a 1-digit and 2-digit number. To divide a 4-digit number by a 1-digit number To divide with remainders. To solve problems with multiplication and division <p><u>Fractions</u></p> <ul style="list-style-type: none"> To multiply mixed numbers, unit, and non-unit fractions by integers. To calculate a fraction of a quantity and of an amount. To use fractions as operators. 	<p>Science</p> <ul style="list-style-type: none"> To explain why unsupported objects fall towards Earth. To measure the size of pushes and pulls using a force meter. To plan and carry out an investigation into the effects of friction and evaluate the results. To plan and carry out an investigation into the effects of air resistance and evaluate results. To plan and carry out an investigation into the effects of water resistance and evaluate results. To describe how levers, pulleys and gears can make difficult work easier.
<p>History</p> <ul style="list-style-type: none"> To identify where the ancient Maya people lived, naming some major features and cities in them. To name some of the main Maya gods and what they represented. To read and write some basic Maya numbers, explaining what syllabograms and logograms are. To explain why corn and chocolate were important foods and be able to identify reasons for this. 	<p style="text-align: center;">Chambersbury Primary School</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>Spring 1</p> <p>Year 5</p> </div>  </div>	<p>Art</p> <ul style="list-style-type: none"> To collect visual and other information to help them develop their ideas. To learn about the roles and purposes of artists, craftspeople and designers working in different cultures. To design, make and evaluate an Aztec style pot,
<p>French <u>En route pour l'école (On the way to school)</u></p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding. To explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. To speak in sentences, using familiar vocabulary, phrases and basic language structures. To engage in conversations; ask and answer questions; seek clarification and help. To read carefully and show understanding of words, phrases and simple writing. <p>To develop accurate pronunciation and intonation.</p>	<p>PE <u>Dance (Theme: Dance by Chance)</u></p> <ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control, whilst using dynamics and space/ To copy and repeat movements in the style of rock 'n' roll. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To perform symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll into a sequence. To explore different methods of travelling actions using both canon and synchronisation. 	<p>PSHE</p> <ul style="list-style-type: none"> To understand that everyone feels worried from time to time. To make the distinction between feeling worried and safe and feeling worried and unsafe. To say why some people feel angry and what this could lead to. To identify non-violent ways of resolving disputes. To experience what feeling safe feels like and use this and other Protective Interruptions' to manage angry feelings. Understand about different types of theft and identify the age of criminal responsibility. To explain the effects and consequences of committing a crime.
<p>RE</p> <ul style="list-style-type: none"> To be able to identify and describe similarities and differences between and within communities. To compare how and why a range of expression and actions communicate different meanings to individuals within communities. 	<p>Computing <u>We are Architects: Creating a Virtual Space</u></p> <ul style="list-style-type: none"> To explore existing art galleries and identify their features and characteristics. To create a virtual structure using SketchUp. To build a virtual gallery using SketchUp. 	<p>Music</p> <ul style="list-style-type: none"> We will continue to practise and rehearse songs in preparation for our Young Voices concert.

- To add furniture to and hang art in a virtual gallery.
- To create a virtual tour of the gallery.