Final Event: Children will visit the Auschwitz memorial centre.



Teacher: Edix

## MATHEMATICS AND COMPUTING

#### Measurement UKS2

m191 convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • m192 understand and use approximate

- equivalences between metric units and common imperial units such as inches, pounds and pints • m193 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- · m194 calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
- m195 estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] m196 solve problems involving converting between
- units of time · m197 use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including

### Geometry - properties of shapes UKS2

- · m199 know angles are measured in degrees: estimate and compare acute, obtuse and reflex
- · m200 draw given angles, and measure them in degrees (o)
- · m202 angles at a point and one whole turn (total
- m203 angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180o)
- · m204 other multiples of 90o
- · m205 use the properties of rectangles to deduce related facts and find missing lengths and angles · m206 distinguish between regular and irregular polygons based on reasoning about equal sides and

### Geometry - position and direction UKS2 · m207 identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

## During term 5, children will finish their Geometry topic which will

Once this is complete, year 5 will then divulge into the world of measurement - looking at converting measures, using measure in real life context and understanding why we use different measures for different contexts. This will all be done using the mastery approach where children are enabled to research further than just simple calculations and can get a real grip and understanding on what they are learning to develop a greater depth of knowledge.

Following on from our WW2 topic, year 5 will be making a mod village of a concentration camp using a variety of techniques and equipment. Children will work in smaller groups making smaller 'camps' before joining them all together to make a large

In music the children will be learning to sing an anti-bullying song

## LITERACY

## Reading - comprehension UKS2

- e203 reading books that are structured in different ways and reading for a range of purposes • e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and
- · e206 identifying and discussing themes and conventions in and across a wide range of writing • e207 making comparisons within and across books • e212 asking questions to improve their understanding
- e214 predicting what might happen from details stated and implied
- e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- e218 distinguish between statements of fact and

## Writing - transcription - Spelling UKS2

- e223 use further prefixes and suffixes and understand the guidance for adding them • e224 spell some words with 'silent' letters [for
- example, knight, psalm, solemn] • e225 continue to distinguish between homophones
- and other words which are often confused • e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Writing handwriting and presentation UKS2 • e230 write legibly, fluently and with increasing

## Writing - composition UKS2

- e233 plan their writing by: • e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- e235 noting and developing initial ideas, drawing on reading and research where necessary • e236 in writing narratives, considering how
- authors have developed characters and settings in what pupils have read, listened to or seen performed

UNDERSTANDING THE WORLD

- e237 draft and write by:
- e238 selecting appropriate grammar and vocabulary, understanding how such choices can
- change and enhance meaning • e239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey
- character and advance the action • e240 précising longer passages
- e241 using a wide range of devices to build cohesion within and across paragraphs • e242 using further organisational and presentational devices to structure text and to
- guide the reader [for example, headings, bullet points, underlining]
- e243 evaluate and edit by: • e244 assessing the effectiveness of their own and others' writing
- e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify
- e246 ensuring the consistent and correct use of
- tense throughout a piece of writing • e247 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • e248 proof-read for spelling and punctuation
- e249 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## Writing - vocabulary, grammar and punctuation

- e255 using modal verbs or adverbs to indicate degrees of possibility
- e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- e261 using brackets, dashes or commas to indicate
- e262 using semi-colons, colons or dashes to mark boundaries between independent clauses
- e265 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

# consist of drawing and measuring angles with a protractor; accurately using a ruler; understanding properties in shape and translations (moving shapes in a variety of ways).

# Excitingly, year 5 will be studying our book 'The Boy in the Striped Pyjamas' for the remainder of the year. Having already studied World War 2 in Year 4 the children will be looking at the 'other side' of the war. The war that is often not thought about in England, and that is Hitler's ideologies and beliefs. Mainly looking into the horrific concentration camps he set up and used to kill willians of people.

In science our topic will be living things and their habitats as well as

later we will compare how this is the same/different to animals and

reproduction changes depending on what classification an animal is.

Finally, the children will explore the surrounding areas and find different habitats and creatures. The data will be recorded and

ompared - this will be a longitudinal study, over many weeks.

The children will begin with looking at how plants reproduce and

We will also be discussion animal classification and how their

We will read the novel week by week in collaboration with our topic work which will also be on WW2. The topic work will be based around the geography of the war with a sidelined historical context.

Children will then be writing a discussion text, arguing points about whether Britain was right to join the war.

## Concentratio n Camps (Y5T5)

# Linking in with our WW2 topic, the class will be developing their understanding of the Jewish culture, as they had a significant impact on WW2. This will be compared to the beliefs of Adolf Hitler.

Children will be learning about fair politics in PSHE, it is to acknowledge that people have different beliefs whether they are religious or not.

Additionally, year 5 will be looking at staying safe on the internet - using 'fake news' as our main inspiration. We will see how quickly a made up news story can travel and harm people.

Year 5 will continue to learn French this term, the will be looking at basic conversations, however, there will be a key aspect of writing in French to further develop their understanding of the language.

## In PE this term the children will be learning through Games and In Games the children will be focusing on Rounders. Developing their batting, bowling and fielding skills as well as developing an understanding of the rules of the game

Cruel

In Athletics they will be developing the rhythm in running and over obstacles, using different techniques, including – run-ups in throws, jumps and relays.

### named Mrs Smith will be on a Monday and Thursday please remember to bring kit every week. It would be ideal if

E with the newly

children had a pair of plimsolls and rainers in their ki as each week they have an indoor and outdoor PE session.

## Homework will be given out on a Monday and is expected in on a

will be a 'new' concept, it will als be to reinforce tl week's learning a will never be too difficult for the children to do independently. ease encourag

Reading at home this term is expected to happen 4 times a week

## EXPRESSIVE ARTS AND DESIGN

## Design UKS2

· dt57 I can communicate my ideas through annotated sketches · dt59 I can make a model of my design

#### Make UKS2

with precision

- · dt62 I can select and use appropriate tools and techniques for my product · dt63 I can measure, mark, cut and shape a range
- of materials accurately · dt64 I can join, assemble and combine components
- product **Evaluate** UKS2 · dt69 I can compare my design to those of existing

products and can suggest improvements I could

strengthen and improve the appearance of my

• dt65 I can use appropriate finishing techniques to

## make in the light of those comparisons

Technical knowledge UKS2 · dt73 I can strengthen, stiffen and reinforce more complex structures

## COMMUNICATION AND LANGUAGE

- fl1 I can understand what is being said to me and respond correctly • fl3 I can have a conversation including asking and
- answering questions • fl6 I can communicate and be understood in different situations
- fl9 I use a dictionary to help me to understand and learn new words
- · sl25 listen and respond appropriately to adults and
- · sl26 ask relevant questions to extend their understanding and knowledge
- · sl27 use relevant strategies to build their vocabulary

## PSED & RELIGIOUS EDUCATION

## PSED Preparing to play an active role as citizens

- pa33 Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities). pa36 Resolve differences by looking at
- alternatives, making decisions and explaining
- pa37 Participate in the school's decision making
- pa38 Identify the bias in media reporting.

## Learning About Religion UKS2

- ra36 Identify and begin to describe the similarities in religions
- · ra37 Describe differences between religions. · ra38 Investigate the significance of religion in the local, national and global communities.

## PHYSICAL EDUCATION

process.

- pell I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer • pe11.1 I can explain how developing my skills
- separately has improved my performance in team · pe12 I can play competitive net, striking, fielding
- and invasion games • pe13 I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- pe16 I can show you my record of sporting performances • pe16.1 I can show you how I have improved in different activities over time • pe16.2 I can tell you my personal best in a particular activity and my aspirations for the future



sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Working scientifically UKS2 Living things and their habitats UKS2 • sc86 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • sc87 describe the life process of reproduction in · sc81 taking measurements, using a range of some plants and animals.

# Friday. No nomework sent home

Cruel Concentration Camps (Y5T5) - Stage Coverage						
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
Working scientifically UKS2  • sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  • sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  • sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  • sc83 using test results to make predictions to set up further comparative and fair tests  • sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  Living things and their habitats UKS2  • sc86 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  • sc87 describe the fig process of reproduction in some plants and animals.  Animals, including humans UKS2  • sc88 describe the changes as humans develop to old age.	Measurement UKS2  • m191 convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and metre; gram and kilogram; litre and millilimere; gram and kilogram; litre and millilimere; gram and kilogram; litre and millilimere; units and common imperial units such as inches, pounds and pints  • m193 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  • m194 calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (inc2) and estimate the area of irregular shapes  • m195 estimate volume [for example, using 1 cm3 blocks to build cubbrid (including cubes)] and capacity [for example, using water]  • m196 solve problems involving converting between units of time  • m197 use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.  Geometry - properties of shapes UKS2  • m199 know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  • m200 draw given angles, and measure them in degrees (o)  • m202 angles at a point and one whole turn (total 3600)  • m203 use the properties of rectangles to deduce related facts and find missing lengths and angles  • m200 draw given angles, and measure them in degrees (o)  • m204 other multiples of 900  • m205 use the properties of rectangles to deduce related facts and find missing lengths and angles  • m206 distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  Geometry - position and direction UKS2  • m207 identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	• pe11 use running, jumping, throwing and catching in isolation • pe11.1 use running, jumping, throwing and catching in combination • pe12 play competitive games, modified where appropriate • pe13 develop flexibility, strength, technique, control and balance, for example through athletics • pe16 compare their performances with previous ones. • pe16.1 demonstrate improvement • pe16.2 demonstrate their personal best.	• dt57 generate, develop, model and communicate their ideas through discussion and annotated sketches • dt69 generate, develop, model and communicate their ideas through prototypes  Make UKS2 • dt62 select from and use a wider range of tools and equipment to perform practical tasks • dt63 use a wider range of tools and equipment to perform practical tasks accurately • dt64 use a wider range of tools and equipment to perform practical tasks, such as joining accurately • dt64 use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately  Evaluate UKS2 • dt69 analyse a range of existing products  Technical knowledge UKS2 • dt73 apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Reading - comprehension UKS2  - e203 reading books that are structured in different ways and reading for a range of purposes - e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - e206 identifying and discussing themes and conventions in and across a wide range of writing - e207 making comparisons within and across books - e212 asking questions to improve their understanding - e214 predicting what might happen from details stated and implied - e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - e218 distinguish between statements of fact and opinion  Writing - transcription - Spelling UKS2 - e223 use further prefixes and suffixes and understand the guidance for adding them - e224 spell some words with 'slient' letters (for example, knight, psalm, solemn) - e225 continue to distinguish between homophones and other words which are often confused - e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  Writing - handwriting and presentation UKS2 - e230 write legibly, fluently and with increasing speed by:  Writing - composition UKS2 - e233 plan their writing by: - e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - e235 noting and developing initial ideas, drawing on reading and research where necessary - e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - e237 draft and write by: - e234 identifying the audience for and purpose of the writing, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - e245 except suiting and chones withing and choosing the appropriate register - e238 except a	• fl9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  • sl25 listen and respond appropriately to adults and their peers  • sl26 ask relevant questions to extend their understanding and knowledge  • sl27 use relevant strategies to build their vocabulary	PSED Preparing to play an active role as citizens UKS2  • pa33 Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).  • pa36 Resolve differences by looking at alternatives, making decisions and explaining choices.  • pa37 Participate in the school's decision making process.  • pa38 Identify the bias in media reporting.  Learning About Religion UKS2  • ra36 Identify and begin to describe the similarities in religions  • ra37 Describe differences between religions.  • ra38 Investigate the significance of religion in the local, national and global communities.

