


<p><u>Reading:</u> Class reader: Holes (Louis Sachar)</p> <p>Skills taught: prediction, summarising, inference, reasoning and questioning</p> <p>Home learning book: Polar Bear Explorers Club</p>	<p><u>Religious Education</u> Buddhism – How did Buddha teach his followers to find enlightenment? Christianity (Salvation) – What did Jesus do to save human beings?</p> <p>Identify some different types of biblical texts, using technical terms accurately.</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how Jesus saved human beings. 	<p><u>Computing:</u> Kapow scheme of work: Online safety and online health Computing Systems and Networks: Search engines</p>	<p><u>Mathematics:</u> Multiplication and Division – long multiplication and short division Fractions Decimals and percentages Area and perimeter Statistics</p>
<p><u>Writing:</u> Suspense story writing Persuasion text Discussion text Character perspective narrative</p> <p><i>Building cohesion within and across paragraphs</i> <i>Creating atmosphere in narrative</i> <i>Using non-standard English in writing dialogue</i> <i>Similes, Metaphors, Personification, Alliteration and Onomatopoeia</i> <i>Sub-Ordinate Clauses</i></p> <p><u>Grammar, punctuation and spelling:</u> Converting nouns or adjectives Adverbs and adverbials Modal verbs</p>		<p><u>Personal, Social and Emotional development:</u> Jigsaw Dreams and goals – jobs and careers, support systems Healthy me – self-image, keeping healthy</p>	<p><u>Spanish</u> <u>Spanish Phonetics</u> Working on the Spanish alphabet and its pronunciation</p> <p><u>Pets</u> What pet do you have? What is its name?</p> <p><u>My Family</u> Who is in your family? Do you have any brothers or sisters? How many people are in your family?</p>

<p>Using a range of punctuation in writing Use of powerful verbs Year 5/6 spellings Weekly spelling patterns: words ending -quous and -tious; words ending -cious; words ending -cial and -tial; words ending -ent, -ant, -ancy, -ance and -ence</p>			
<p><u>Science:</u></p> <ul style="list-style-type: none"> • Earth and Space • Forces <p>Working scientifically:</p> <ul style="list-style-type: none"> - Planning investigations - Recording results - Writing conclusions - Making predictions 	<p>Year 5 Spring Term</p> <p>Home Reader:</p> 		<p><u>Geography:</u></p> <p>Mexico – Where is Mexico? What does their flag symbolise? The Chihuahuan Desert Mexican food Day of the Dead Festival (masks) How to use an atlas</p>
<p><u>Physical Education:</u></p> <p>PE Hub Badminton – Serving, scoring and teamwork Gymnastics</p>	<p><u>Music:</u></p> <p>This is taught through the Kapow music scheme.</p> <p>Singing Musical Instruments Harmony Tone</p>	<p><u>History:</u></p> <p>The Maya – Who were the Maya? Where did they live? What did they believe in? How did they write? Their decline.</p> <p><u>Design and Technology:</u></p> <p>Making Mexican food e.g. Tacos and churros KAPOW – Craft and design (architecture)</p>	<p><u>Art and Design</u></p> <p>Creating 'Day of the Dead masks' KAPOW – Craft and design (architecture)</p>

