



Scheme of work

Grade 5

Term 1



English

Unit 1

Our first unit introduces fables as a story genre, with character/animal stereotypes and a lesson to be learned. Learners will read and compare different versions of one of Aesop's fables. They focus on the dialogue, characterisation and point-of-view of the storyteller, while seeing how a writer chooses words carefully for effect.

Aims and objectives:

By the end of this unit, learners will be able to:

- identify the features of a standard fable
- explore the role of dialogue in characterisation
- identify the narrative person and the point-of-view the story is told from
- practise dramatic reading skills
- explain ideas confidently using textual evidence

Skills development:

During the course of this unit, learners will:

- revise general punctuation and learn direct speech conventions
- develop inference skills through proverbs and figurative language
- extend understanding of role of verbs in dialogue
- use figurative language appropriately in prose
- compare and contrast texts

Unit 2

In our second unit, learners explore a topic by reading different types of 'recounts'. They begin by ordering events on a timeline and using the information to write a paragraph. They revise simple sentences and adverbial phrases of time. They read a detailed biography and other mini biographies to learn about significant people and events in the history of space. They answer questions to gain an understanding of the text and identify key features. They practise using adverbial phrases and clauses and writing in the past tense before planning and writing a biography in the past tense. They read an interview: learn how to write 'good' questions and role play an interview. They explore modern journal writing and write an imaginary 'blog' from space.

Aims and objectives:

By the end of this unit, learners will be able to:

- know and use key features of biographies and journals
- find information from various sources
- use the correct tense in their own writing
- use 'good' questions in an interview to extract information

Skills development:

During the course of this unit, learners will:

- order events on a timeline
- write simple sentences with adverbs of time
- use topic sentences to link paragraphs
- write good questions
- role play an interview
- plan and write a biography and a journal

Unit 3

This two-week unit focuses on poetry, specifically nature poems. Learners read and compare poems written by the same poet, focusing on the structure and rhyming pattern of the poems. They explore how comparisons are made through personification and similes.

Learners explore poems with form, specifically haiku poems. They read several haiku, formulate rules and apply these rules to writing their own haiku. They look at ways of describing things using similes and metaphors and practise making up their own.

Learners will compare haiku with poems written in free verse. They will understand that some poems do not have a rhyming pattern or a specific form.

Aims and objectives:

By the end of this unit, learners will be able to:

- read poems with a rhyming pattern
- compare things using personification, simile and metaphor
- analyse haiku poems and make up rules
- plan and write their own haiku poems
- analyse and perform a poem

Skills development:

During the course of this unit, learners will:

- work in groups collaboratively, take turns through speaking & listening to contribute
- identify the rhyming pattern in poems with a rhyming structure
- use syllabification to count the syllables in a haiku poem
- use personification, similes and metaphors to compare things
- analyse the form of a poem

Assessment:

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in English.

During the term, pupils will complete independent pieces of writing, which we will use to assess a range of writing skills more generally. This provides us with feedback on how well your child is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your child.

At the end of the year, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in English.

Support at home:

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Please note the importance of 'Mother Tongue' – children's home and first language. It is crucial that children with English as an Additional Language continue to improve their first language in order to support their learning of English and additional languages.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



Maths

Unit 1

Our first unit of the term is Number and Place Value This unit will be taught over approximately ten weeks.

Learning objectives:

The Number System:

- Extend their knowledge of the number system to work with whole numbers up to 6-digits.
- Round numbers to the nearest 10, 100 and 1000
- Order and compare numbers using $<$ and $>$ signs.
- Explore multiple patterns, extending to counting on and back in steps of constant size from any start number including working with negative numbers.

Mental and written methods for multiplication and division:

- Increase their repertoire of known multiplication facts, recognise multiples up to the 10th multiple for all table facts to 10×10 and derive the associated division facts.
- Multiply and divide 3-digit numbers by 1-digit numbers extending to multiplying 2-digit numbers by 2-digit numbers.
- Understand division as sharing and grouping and round answers up or down depending on the context.

Special numbers:

- Extend the range of multiples to include 7, 8 and 9.
- Learn square numbers up to 10×10 and find factors of 2-digit numbers.

Support at home

The mathematics work your child is doing at school may look very different to the work you remember. This is because learners are encouraged to work mentally where possible, using personal jottings to support their thinking. Ask them to show you what they are doing and help them to recall table facts using simple games like the one shown below.

Try this at home: Beat your partner is a game for 2 players.

You will need two sets of digit cards 0–9 and 20 counters. You can use buttons or any other small object.

It is useful to have a table square for checking answers.

What to do:

Each player shuffles their cards and places them face down in a pile on the table.

Both players simultaneously turn over their top card and lay it on the table.

Both players multiply the numbers together.

The first one to say the correct answer wins a counter.

For example, Player 1 turns over their card and it is a '5' and Player 2 turns over their card at the same time and is a '7', so the first to call out '35' wins a counter.

5

7

"Five multiplied by seven is thirty-five."

The game continues until all the counters have been won. The winner is the player with the most counters.

Unit 2

In our second unit, we will work on geometry and problem solving. It will be taught over four weeks.

Learning Objectives:

Parallel and perpendicular:

- Identify pairs of perpendicular lines using a right-angle checker.
- explore pairs of parallel lines in objects, pictures and in their environment.

Triangles:

- Identify equilateral, isosceles, scalene and right-angled triangles and explore the properties of those triangles, including reflective symmetry.

Cubes and Cuboids:

- Recognise 3D arrangements of cubes from 2D drawings. They identify nets of cubes and find rectangles that will go together to make the faces of a cuboid.

Co-ordinates:

- Read, find and plot coordinates in the first quadrant.

Translation and reflection:

- Explore translation along a straight line, and reflection of shapes and pictures in a mirror line. They complete patterns and solve puzzles using translation and reflection.

Support at home

Help your child to see the relevance of mathematics to their everyday life by:
pointing out where you see pairs of parallel lines, and how you know they must be parallel
helping your child to make a cuboid box out of card to store something special
together looking for patterns in clothing or wrapping paper that are made by translating a shape or picture.

Try this at home

Play this game with your child

Take it in turns to say the co-ordinates of a point on the grid, e.g. (2,3), and mark it on the grid.

The first person to make a mark that completes the four corners of a square is the winner.

Example:

Player 1 says (2, 3) and marks it on the grid;

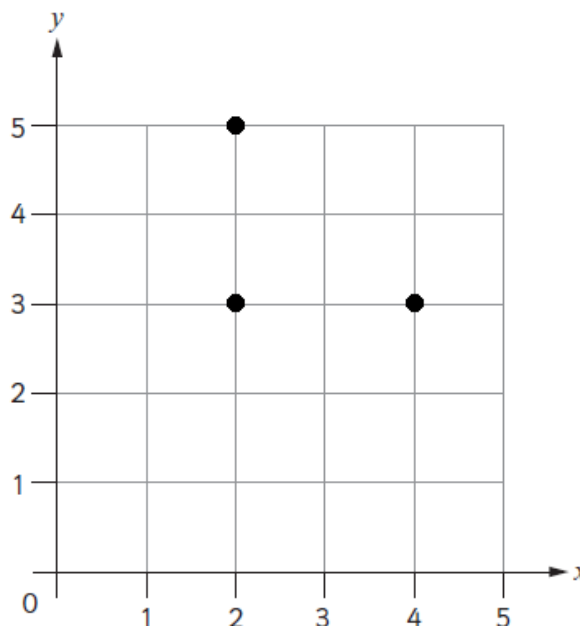
Player 2 says (4, 3) to make a straight line and marks that on the grid;

Player 1 says (2, 5) and marks that on the grid.

These three points have been marked already on the grid opposite.

Player 2 then marks (4, 5), completing the corners of a square, and is the winner.

Players can choose whatever co-ordinates they want to, so they can make it much harder for their opponent to finish off the square.



Unit 3

In our third unit, we will work on measure and problem solving. This unit will be taught two/ three weeks.

Learning objectives:

Mass:

- Estimate and measure mass using kilograms and grams, reading scales on different equipment.
- Solve problems involving reading mass scales
Converting measures of mass from kilograms to grams to put them in order of size.
- Consider the reasonableness of estimates of mass.

Telling the time:

- Solve problems that involve converting between 12-hour and 24-hour notation.

Timetables:

- Solve problems using timetables with 24-hour clock notation, including calculating time differences.
- Work with calendars to find intervals between dates in weeks and days.

Area:

- Work out the areas of rectangles using the number of centimetre squares in each row and the number of rows and develop a method for calculating area from length and width.
- Revisit coordinates to solve area problems on a grid.

Perimeter:

- Work out the perimeter of regular polygons given the length of one side and the number of sides, or the length of sides given the perimeter.

Support at home

Help your child to see the relevance of mathematics to their everyday life by:

- ensuring your child can use analogue and digital clocks to tell the time and to work out how long until an important time or event in the day.
- planning a real or imaginary journey using bus or train timetables.
- encouraging them to work out how many tiles there are in a rectangular wall or tile area by counting the number of tiles in a row and multiplying by the number of rows.

Try this at home

Investigate this problem with your child.

Measure and cut 24cm of string, wool or thread. Try to make an equilateral triangle, a square, a regular hexagon and a regular octagon with the string as accurately as possible, measuring the length of each side.

Assessment

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in Maths.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practise at home, through the parent consultation and reporting cycle.

At the end of the year, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in Maths.



Science

Unit 1

The first unit, which will be taught over the first half term is called 'Investigating Seed Growth'.

This unit teaches the students to examine, label seeds from their fruits; the conditions required to germinate and grow a healthy plant and; investigate the germination and plant conditions using predictions, observations, recording results and conclusions.

This unit is split into 5 topics. Each topic area is taught over approximately 1 ½ weeks.

Topic 1 allows learners to discover that seeds develop inside fruits and grow into new plants. Each seed contains an embryo, which develops into the new plant.

Learning objectives

- Know that plants reproduce.
- Discuss the need for repeated observations and measurements.
- Recognise and make predictions from patterns in data, and suggest explanations using scientific knowledge and understanding.
- Interpret data and think about whether it is enough to draw conclusions.
- Present results in bar charts and line graphs.

Topic 2 lets learners learn about the stages in the process of germination. Knowing the stages of germination is not required by the curriculum, but this additional material is important for understanding the life cycle of the plant. Learners observe the changes in seeds as the seeds prepare for germination.

Learning objectives

- Investigate how seeds need water for germination.
- Make relevant observations.
- Make predictions based on scientific knowledge.
- Decide whether results support predictions.

Topic 3 gives learners the opportunity to conduct investigations to determine the conditions needed for seed germination.

Learning objectives

- Investigate how seeds need water, warmth and air for germination but not light.
- Use knowledge and understanding to plan to carry out a fair test.
- Discuss the need for repeated observations and measurements.
- Make predictions of what will happen based on scientific knowledge.
- Collect sufficient evidence to test an idea.
- Interpret data and think about whether it is sufficient to draw conclusions.

Topic 4 explores the concept that plants need water, light, warmth and air to grow.

Learning objectives

- Know that plants need energy from light to grow.
- Present results in a bar chart.
- Recognise patterns in data.
- Interpret data.

Topic 5 gives the learners the opportunity to conduct an investigation to determine the effects of light on plant growth.

Learning objectives

- Know that plants need energy from light for growth.
- Make predictions of what will happen based on scientific knowledge.
- Measure length.
- Present results in a line graph.
- Use knowledge and understanding to plan how to carry out a fair test.
- Interpret data and think about whether it is sufficient to draw conclusions.
- Begin to evaluate repeated results.

Support at home

Encourage the students to examine seeds found in everyday fruits; if possible allow the student to grow a number of seeds whilst discussing the conditions required for a healthy plant and then the possible reasons for the differences in growth rates.

Unit 2

The second unit, which will be taught over the second half term is called ‘The Life Cycle of Flowering Plants’.

This unit teaches the students to know some of the ways that a seed is dispersed, examine, label different types of flowers recording their functions; understand why seeds are in fruits; recalls the conditions required to grow a healthy plant; understand the importance of pollination and how reproduction is achieved ; and draw and label the life cycle of a flowering plant.

The unit is taught over 7 topics. Each topic will be taught over one week.

Topic 1 explores the idea that flowers form fruits and seeds, which help the plant to reproduce.

Learning objectives

- Know that plants reproduce.
- Make relevant observations.
- Present results in bar charts and line graphs.
- Discuss the need for repeated observations and measurements.
- Interpret data and think about whether it is sufficient to draw conclusions.

Topic 2 explores why seeds are dispersed and how animals act as agents of seed dispersal.

Learning objectives

- Observe how seeds can be dispersed in a variety of ways.
- Make relevant observations.
- Suggest explanations using scientific knowledge and understanding.
- Present results in bar charts and line graphs.

Topic 3 explores how seeds are dispersed by the wind and water. They also learn that some seeds disperse themselves by explosion (dehiscence).

Learning objectives

- Observe how seeds can be dispersed in a variety of ways.
- Suggest explanations using scientific knowledge and understanding.
- Use knowledge and understanding to plan how to carry out a fair test.
- Identify factors that need to be taken into account in different contexts.
- Discuss the need for repeated observations and measurements.
- Measure volume, temperature, time, length and force.

Topic 4 teaches the learners that a flower has four main parts: sepals, petals, stamens and carpel. The stamens and carpel have several parts.

Learning objectives

- Observe that plants produce flowers that have male and female organs.
- Make relevant observations.
- Interpret data and think about whether it is sufficient to draw conclusions.
- Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.

Topic 5 explores pollination and fertilisation.

Learning objectives

- Know that insects pollinate some flowers.
- Observe that seeds are formed when pollen from the male organ fertilises the ovum (female).
- Make relevant observations.

Topic 6 explores the patterns of pollination.

Learning objectives

- Know that insects pollinate some flowers.
- Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.

Topic 7 teaches the learners about the life cycle of plants.

Learning objectives

- Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.

Support at home

Encourage the students to examine seeds found in everyday fruits; if possible, allow the student to grow a number of seeds whilst discussing the conditions required for a healthy plant and then the possible reasons for the differences in growth rates.

Assessment

The students will complete a unit assessment at the end of each unit, which will assess the students learning against the objectives.



IPC

First half term International Primary Curriculum: 'the great, the bold and the brave', will be taught up to the mid-term break.

History is one big story. We are surrounded by the legacy of many important figures from the past. The scientists, artists, leaders, humanitarians, explorers and writers. The list is endless. We can learn about the qualities that these famous people possessed to help them achieve.

The unit will be taught cross-curricular

In History we will be finding out:

- Know stories about a variety of people who have lived in different cultures in the past. How our use of energy contributes to the greenhouse effect
- How we can reduce our use of energy

In Geography, we'll be finding out:

- How explorers navigated parts of the world and how mapping skills improved from this. Why recycling and re-using materials is important
- Know about a range of events that have happened in the past.
- Be able to enquire and research about the past using different sources.
- To use relevant vocabulary relating to the past.
- To plot a timeline using BCE and CE.
- To identify differences and similarities between their lives and people from the past.
- To present their findings in a variety of ways.
- Understand that events and people's actions have causes and effects.
- Understand that the past is represented in a variety of ways.

In Technology, we'll be finding out:

- How we can use compasses and other technological advances to aid direction

In International, we'll be finding out:

- About how to respect each other's culture, individuality and independence.

Support at Home

If you could discuss with your child that, together, you are going to learn about historical figures from the past and the vital role they played in changing our society. The focus will be on someone from your own country/ locality.

Assessment

There will be on-going formative assessment, observation, marking of tasks set and presentations/ projects plus peer assessment.

Physical Education

Block/ Week s	Unit/ Activity	Key Targets and Learning objectives	Activities	Key Vocabulary	SAL
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1	Volleyball	<ul style="list-style-type: none"> Students will focus on developing movement on court, linking skills together to form a rally. The students will learn basic attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out basic tactics with the intention of outwitting their opponents. Students will highlight strength and weakness and improve on the weaknesses in order to improve. They will be recapping and developing skills learnt during Volleyball in Year 5. 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Ready position and Ball Familiarisation</p> <p>Footwork and Movement</p> <p>Volley & Dig</p> <p>Serving</p> <p>Gameplay</p>	<p>Accuracy</p> <p>Throw</p> <p>Target</p> <p>Catch</p> <p>Dodge</p> <p>Dip</p> <p>Duck</p> <p>Dive</p> <p>Dodge</p> <p>Regenerate</p> <p>Snipe</p> <p>Tactic</p> <p>Block</p> <p>Guard</p>	<p>Physical Competencies</p> <p>Gross & Fine motor skills</p> <p>Kinesthetic Awareness</p> <p>Balance & Control</p> <p>Cognitive skills</p> <p>Focus & Concentration</p> <p>Decision Making</p> <p>Personal Qualities</p> <p>Determination & Resilience</p> <p>Respect & Tolerance</p> <p>Communication</p>
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<p>Skittleball/ benchball</p>	<ul style="list-style-type: none"> ● Pupils will focus on developing game play with some fluency and accuracy. ● Use a range of throwing and catching techniques. ● In all game activities, pupils will find ways of attacking successfully. ● Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and working to get into scoring positions. ● Will begin to watch and describe others performances, as well as their own, and suggest basic methods of improvement. ● To keep and run a game using a set of rules. 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Ball Familiarisation</p> <p>Travelling with and without the ball</p> <p>Movement skills</p> <p>Attacking skills</p> <p>Sending & Receiving</p> <p>Space</p> <p>Rules and Scoring</p> <p>Competitive game situation</p>	<p>Attacking</p> <p>Defending</p> <p>Passing</p> <p>Chest Pass</p> <p>Bounce Pass</p> <p>Team Play</p> <p>Team positions</p> <p>Creating Space</p>	<p>Physical Competencies</p> <p>Gross & Fine motor skills</p> <p>Balance & Control</p> <p>Cognitive skills</p> <p>Focus & Concentration</p> <p>Decision Making</p> <p>Creativity</p> <p>Personal Qualities</p> <p>Responsibility & Leadership</p> <p>Respect & Tolerance</p> <p>Communication</p> <p>Physical Fitness</p> <p>Core Stability & Strength</p> <p>Flexibility</p>
<p>Football</p>	<ul style="list-style-type: none"> ● Pupil will develop on basic passing skills for football. ● To develop ball control and familiarity whilst both stationary and moving. ● To understand the concept and importance of space. ● To understand the effect of exercise and develop an attitude of fair play, 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Ball Familiarisation</p> <p>Variety of passing</p> <p>Dribbling and movement</p>	<p>Control</p> <p>Passing</p> <p>Receiving</p> <p>Positioning</p> <p>Attacking</p> <p>Defending</p> <p>Space</p>	<p>Physical Competencies</p> <p>Gross & Fine motor skills</p> <p>Balance & Control</p> <p>Cognitive skills</p>

		sportsmanship and enjoyment.	Striking and long passing Defending Conditioned games	Movement Pressure Accuracy Sportsmanship Fairplay	Focus & Concentration Decision Making Creativity Personal Qualities Responsibility & Leadership Respect & Tolerance Communication Physical Fitness Core Stability & Strength Flexibility
2	Athletics	<ul style="list-style-type: none"> In this unit pupils will be introduced to the concept of throwing for distance using a range of objects, jumping for distance and with accuracy. Pupils will accurately replicate running challenges and competitions that require both speed and stamina. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. Pupils will develop the ability follow safety procedures and handle equipment 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Sprint Running Running -Relays Jumping – High and Long Throwing for Accuracy Throwing for distance Middle/Long distance run</p>	<p>Running Jumping Throwing Stance Stamina Speed Baton and Exchange Pace Scissor Kick Take off and Landing Reaction</p>	<p>Personal Qualities Motivation Confidence & Self esteem Determination & Resilience Communication Physical Fitness Stamina Speed</p>

		<p>correctly.</p> <ul style="list-style-type: none"> All lessons working towards developing and refining skills ready for KS2 Sports day and MPSL Competition. 			
Rugby	<ul style="list-style-type: none"> Pupils look to build on aspects of previous ball games using invasion tactics Catching and passing with the concept of the ball going backwards but running forward. Drawing a defender and passing into space. Pupils use the idea of developing footwork and balance to beat a defender and run in to space. Moving a defender around to create a gap for a team mate 	<p>Rugby</p> <p>Evading opposition</p> <p>Giving and receiving a pass</p> <p>Maintain possession and moving forward with the ball</p> <p>Following basic rules/concepts of rugby</p>	<p>Catch</p> <p>Pass</p> <p>Space</p> <p>Try</p> <p>Target</p> <p>Evasion</p> <p>Step</p> <p>Acceleration</p>	<p>Physical Competencies</p> <p>Gross & Fine motor skills</p> <p>Rhythm & Timing</p> <p>Personal Qualities</p> <p>Confidence & Self esteem & Strength</p>	
Basketball	<ul style="list-style-type: none"> In all basketball related activities, pupils will think about the use of strategies to outwit opponents. Pupils will focus on improving the skills of passing, receiving, dribbling, shooting and tactical play in a range of environments. They will learn to make informed decisions during small sided games, recognizing opportunity for competitive games and leadership. To understand the effect of exercise and develop an attitude of fair play and enjoyment. 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Ball Familiarisation</p> <p>Dribbling and control</p> <p>Shooting</p> <p>Attacking and Defensive principles</p> <p>Self Assessment</p>	<p>Attacking</p> <p>Defending</p> <p>Passing</p> <p>Chest Pass</p> <p>Bounce Pass</p> <p>Shoulder pass</p> <p>Marking</p> <p>Covering team play team positions</p> <p>anticipation</p> <p>creating space</p> <p>Set Shot</p> <p>Triple threat</p> <p>Man to man</p> <p>Dribble</p> <p>Double dribble</p> <p>Violation</p> <p>Lay up</p>	<p>Physical Competencies</p> <p>Gross & Fine motor skills</p> <p>Balance & Control</p> <p>Cognitive skills</p> <p>Focus & Concentration</p> <p>Decision Making</p> <p>Creativity</p> <p>Personal Qualities</p> <p>Responsibility & Leadership</p>	

			Competitive game situations		Respect & Tolerance Communication Physical Fitness Core Stability & Strength Flexibility
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3	Handball	<ul style="list-style-type: none"> • Pupils will focus on developing basic passing skills for Handball. • To develop ball control and familiarity whilst both stationary and moving. • Understand concept and importance of space. • To understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment. 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Moving with the ball towards a goal</p> <p>Short passing</p> <p>Movement away from a defender</p> <p>Shooting from outside a smaller D</p> <p>Conditioned, non contact games.</p>	<p>Control</p> <p>Passing</p> <p>Receiving</p> <p>Positioning</p> <p>Attacking</p> <p>Defender</p> <p>Space</p> <p>Movement</p> <p>Pressure</p> <p>Accuracy</p> <p>Sportsmanship</p> <p>Fair play</p>	<p>Physical Competencies</p> <p>Coordination</p> <p>Cognitive skills</p> <p>Focus & Concentration</p> <p>Decision Making</p> <p>Problem Solving</p> <p>Personal Qualities</p> <p>Confidence & Self esteem & Strength</p>
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3	Net games	<ul style="list-style-type: none"> • Students will focus on developing movement on court, linking skills together to form a rally. • The students will learn basic attacking and 	<p>Over the course of the unit areas of focus within lessons:</p>	<p>Sending</p> <p>Receiving</p> <p>Feeding</p> <p>Anticipation</p> <p>Scoring</p>	<p>Physical Competencies</p> <p>Gross & Fine motor skills</p> <p>Coordination & Fluency</p>
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		<p>defending strategies and techniques.</p> <ul style="list-style-type: none"> • Students will select and apply their skills so that they can carry out basic tactics with the intention of outwitting their opponents. • Students will highlight strengths and weakness in order to improve their own performances. 	<p>Target familiarization & ready position</p> <p>Footwork and Movement</p> <p>Catching and throwing</p> <p>Game play</p> <p>Rules and Scoring</p>	<p>Ready position</p> <p>Stance</p> <p>Movement</p> <p>Preparation</p> <p>Teamwork</p> <p>Communication</p>	
Striking and fielding	<ul style="list-style-type: none"> • Pupils will develop the range and consistency of their striking and fielding concepts using basic variations of bats to incorporate games such as Rounder/Cricket/ T ball and Danish Longball • Pupils will work on aiming for space to outwit opponents . • To implement simple tactics to form a striking and fielding principle. • Higher ability students may progress to a drop feed ball. • Students to develop understanding of scoring in a variety of games. 	<p>Over the course of the unit areas of focus within lessons:</p> <p>Throwing and Catching a ball to move towards a target. (Chain)</p> <p>Fielding/Stopping a ball</p> <p>Retrieval of a ball</p> <p>Striking a ball</p> <p>Tactics</p> <p>Gameplay</p>	<p>Accuracy</p> <p>Aiming</p> <p>Stance</p> <p>Space</p> <p>Grip</p> <p>Preparation</p> <p>Tactics</p> <p>Sportsman-ship</p> <p>Teamwork</p>	<p>Physical Competencies</p> <p>Coordination</p> <p>Cognitive skills</p> <p>Focus & Concentration</p> <p>Decision Making</p> <p>Problem Solving</p>	



Art

This term the students of Grade 5 will be taught art using two IPC units, 'The Great, The Bold and The Brave' and 'Climate control'. They will focus on Ancient Greek Art and Cityscapes Art.

Pupils will understand what Ancient Greek art is, by researching and collecting both visual and historical information in their sketchbooks to help them understand the purpose, techniques and materials used by Greek artists.

Pupils will learn about different style in Cityscape Art and different cityscape artists.

Aims and Objectives:

By the end of the unit, students will be able to:

- Communicate through visual and tactile forms
- Make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate.
- Consider works of art in terms of meaning, design, materials, technique, place and time.
- to design, create and evaluate comedy and tragedy masks.
- To draw 3D perspective with 2 vanishing points.
- Replicate cityscape photos using different mediums.

Skills Development

During the course of this unit, students will:

1: Be able to draw an accurate and complete Parthenon with two vanishing points using a variety of water colour tones to achieve the 3D effect and depth.

Students should be able to explain how they have achieved their outcome and give their opinion to improve their painting.

2: Design either a comedy or tragedy mask and then follow their design to create their mask. They add other features to their masks in the style of the Ancient Greek masks, such as hair and hair decorations, ears, beards, etc.

3: Use Pop Art techniques and layering to create a 3d cityscape (Charles Fazzino' style):

Children will learn who Charles Fazzino is and how he creates his unique cityscapes. They will explore what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city.

4: Create reflections of cityscapes on water:

- Children will learn about some famous cities around the world that are built on and around water.
- They will explore the reflections on these bodies of water and will learn how to paint with watercolours to create different effects.

- They will then create some mirror reflection artwork of a particular city.

Assessment

At the end of each lesson, students will be assessed on their knowledge gathered on Ancient Greek Art and Cityscape through quiz type questions.

Support at home

To help your child enrich their artistic lives at home, you can support by creating more artistic activities with your child and encourage them to practice the techniques they are learning in the lessons in order to maximize the quality of their skills.



Drama

This term in Drama, Grade 4 students will be working on 'Elements of drama/key acting principles' and 'Greek Theatre'.

Unit 1

Elements of Drama/Key acting principles:

Students will learn:

- The importance of 'FREEZE' in drama and the drama studio rules as a performer and audience member.
- Tableaux/Freeze frames
- Facial expression/body language to create character
- The 3 principles of blocking and how to apply these to their performances. Students will spend time rehearsing and demonstrating these skills in various short performances in groups.
- How to create a story which is clear to understand to an audience – focusing on clear structures, beginning/middle/end.
- The use of narration
- To begin building their confidence through consistent short performances to the class.

Unit 2

Fables and Morals:

Students will learn:

- What a fable is.
- What a moral is.
- A variety of short fables and discuss the lessons learnt/meanings of each and be able to give other examples of these lessons being applied in real life.
- To read stories in small groups or to the class and concentrate on their vocalization.
- To re-create and adapt stories in groups, in order to perform short skits based on the fables learnt to an audience.
- Using the elements of drama previously learnt and being able to apply these to their fable topic.
- To begin forming innovative characters which add to their story appropriately.

The aim for term 1 is to develop initial confidence and ensure all students within the class begin to feel more comfortable performing in front of one another, if not already. For those students in the class whose confidence is more prominent, these skills assist them with beginning to improve their performances skills further whilst sustaining their confidence.



Music

Further Keyboard Skills

Students learn the scale using the solfege system. They sing and hand sign a variety of songs to learn this.

Grade 5 develop keyboard skills using Yankee Doodle and Ode to Joy.

Learning objectives

- Participate in unison and part singing or playing
- Contribute to performances with mostly accurate timing and with increasingly accurate tuning, control, and expression.

Support at home

You can support your child by encouraging them to sing and play the songs that they have learnt in their music lesson and by singing the musical scale using do, re, mi.

If your child shows interest in the subject then investment in a piano keyboard would be excellent for them. The following website has a lot of songs to try:

https://easymusicnotes.com/index.php?option=com_content&view=category&id=145:piano-level-1&Itemid=155&layout=default

Listen to a variety of music at home, perhaps exploring composers such as Vivaldi, Mozart, Beethoven, Stravinsky and Bartok.

Assessment

Students are assessed each week by the teacher according to how well they can sing as part of a group and whether they are singing in tune and in time.

They have an individual assessment on how accurately they can play Yankee Doodle and Ode to Joy on the keyboard.



French

The scheme of work followed for French is that provided by the Primary French Project, which has been devised by the Institut Français <https://www.institut-francais.org.uk/> .

Module 1

Module 1 will be taught over the first half-term and focuses on the following broad themes:

- Introducing oneself and greetings
- Saying your name and asking others their name
- Classroom language
- Locating France on a map and locating Paris on a map of France
- Numbers 1-24 in French
- Time
- Places in town

Topic 1 introduces the students to greetings in French.

Learning objectives

- Learn how to greet my teacher and other adults
- Learn how to greet my friends
- Learn how to say goodbye

Topic 2 introduces students to giving their name and to asking others what their name is.

Learning objective

- Learn how to ask someone for his or her name and be able to tell them my name

Topic 3 introduces children to language they may hear in the classroom and to which they will be expected to be able to respond.

Learning objective

- Learn vocabulary which is used in the classroom

Topic 4 aims to give the students some contextual understanding of the language they are studying by introducing them to locating France on a map of Europe and Paris on a map of France.

Learning objectives

- Learn where France is located
- Learn where Paris is located in France

Topic 5 focuses on the children being able to use and understand numbers up to 24 in French.

Learning objectives

- Learn to use numbers 0-24 in French
- Learn to understand numbers 0-24 in French

Topic 6: Time

-New vocabulary: Quelle heure est-il?

- Adverb: o'clock
- Agreements with clock times
- midi and minuit

- Complex sentences

- World clock: model a full question and answer. If you ask a question such as Quand il est 5 heures à Paris, quelle heure est-il à Londres ?, invite the children to respond with a full sentence: Quand il est 5 heures à Paris, il est 4 heures à Londres...

- Grammar Point:

- a clause
- subordinate / main

A simple sentence is made up of one clause. A complex sentence is made up of two clauses: a main (or independent) clause, and

a subordinate (or dependent) clause.

Topic 7: Places in town

-New vocabulary

un cinéma, un magasin, un parc, un restaurant, un supermarché..

Assessment

The students will complete a unit assessment at the end of each unit, which will assess the students learning against the objectives.

Support at home

- Student are encouraged to practice more on the lesson we have covered in class in order to maximize the quality of their skills they have learnt.

- Memorisation of vocabulary is key to building up a good base to enable effective recall and retrieval. To this end, at home, please speak to your child, testing them on the vocabulary they have learnt. This will help with improving their recall skills.

- There are similarly a number of applications for mobile devices which support the learning of languages and are presented in an interactive, child-friendly way. We would highly recommend using Quizlet and Memrise to support consolidating of vocabulary learning.