YEAR GROUP: 5	TERM: Spring 1	TITLE: Pharaohs – The Egyptians
ENGLISH	MATHS	SCIENCE
The Iron Man – Character description / narrative. **Roads End – Mystery** **Reading** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views **Writing Composition** proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **Writing - vocabulary, grammar and punctuation** Parenthesis Using brackets, dashes or commas to indicate parenthesis Expanded Noun Phrases Using expanded noun phrases to convey complicated information concisely **Handwriting** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task	**Number: Multiplication & Division** count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 multiply and divide numbers mentally drawing upon known facts multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates **Number: Fractions (inc decimals and percentages)** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents compare and order fractions whose denominators are all multiples of the same number read, write, order and compare numbers with up to three decimal places round decimals with two decimal places to the nearest whole number and to one decimal place	**Forces in action** Identify and define the opposing forces that act upon objects moving through air, water or along a surface. Describe the force of gravity, what causes it and how the force of gravity changes (e.g. if we were standing on a different planet). Use study skills to research the work of scientists such as Galileo and Newton. Demonstrate, using a model, how simple levers, gears and pulleys assist the movement of objects using less force. Make predictions, supported by scientific reasoning to test the effects of friction on movement and distance travelled. Compare the speed with which objects of different shapes and surface area fall through air or water, and explain the reason for any differences in terms of the forces acting on the objects. Classify and group forces based on their actions or whether they act directly, or at distance. Use relevant scientific language and illustrations to discuss communicate and justify their scientific ideas

	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
COMPUTING	RE	PE
Computer Science - Flowol Use flowcharts and other diagrams to follow how a process or model works With support begin to produce algorithms by using logical and appropriate structures to organise data and create precise and accurate sequences of instructions	**Sikhs** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	**Gymnastics** Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength. develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement

FRENCH	PSHE	MUSIC
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Understand basic grammar appropriate to the language being studied	**Dreams and Goals** Explain what it means to be an ethical consumer and give examples of ethical consumerism in actions, such as Fair Trade. Explain how the allocation and use of resources can affect individuals and communities. Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations Perform simple notation on tunes/untuned instruments Improvise and notate musical phrases to develop compositions
ART/Design	**HISTORY**	**GEOGRAPHY**
Creating Jewellery / Clay Hieroglyphics Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. Explain how an idea has developed over time. Combine a range of media within a piece of work and explain the desired effect. Name and select appropriate tools for a task and use them with precision. Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g colour and pattern) Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.	**Pharaohs – The Egyptians** Independently place historical events or change on a timeline, remembering key facts from a period of history studied. Follow independent lines of enquiry and make informed responses based on this. Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. Explain why people acted as they did. Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. Follow independent lines of enquiry and make informed responses based on this. Explain why people acted as they did. Describe how a significant individual or movement has influenced the UK or wider world.	**Pharaohs – The Egyptians** Compare land use and geographical features on different types of maps. Explain how things change by referring to the physical and human features of the landscape. Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.