



WHAT WILL WE BE DOING AT SCHOOL THIS TERM?

An overview of the work being carried out in Year 5 during the Autumn Term:

In RE our topics are:

Ourselves

- We will explore and develop a deepening awareness of who we are and reveal that we are made in the image and likeness of God.
- We will learn to appreciate our unique gifts, which were handed to us by God.

Judaism – World Religion Week

- We will explore the Jewish festival of Passover and how it is celebrated as Pesach today.

Life Choices

- We will explore showing care and commitment and reveal the call to life and love within the community through marriage.

Hope

- We will explore how Advent is a time when we wait hopefully and reveal that the Church's season of waiting is a joyful hope for the coming of Jesus at Christmas and the end of time.

Hinduism – World Religion Week

- We will explore the importance of the supreme Hindu God in addition to the importance of pilgrimage.

In English we will be working on:

- Using a wide knowledge of text types to inform our writing;
- Ensuring that content and style of writing accurately reflects the purpose;
- Borrowing writers' techniques from book, screen and page;
- Engaging the reader throughout;
- Building cohesion within a paragraph;
- Using paragraphs to organise ideas;
- Selecting the parts of writing that need to be developed in detail;
- Selecting words to create effect;
- Using varied vocabulary to sustain and develop ideas;
- Selecting and using stylistic devices to enhance writing;
- Proof-reading writing for spelling, punctuation and grammar errors;
- Using different verb forms to aid description;
- Maintaining tense appropriately;
- Changing vocabulary and grammar for consistency and impact;

- Writing in standard English;
- Spelling words from the Year 5 word list;
- Writing consistently with neat, legible and joined handwriting;
- Continuing to increase the speed of handwriting by choosing the shape of the letter to use and joining letters accurately;
- Spelling most words from the Year 3 and 4 word list correctly;
- Using commas to show subordinate clauses (parenthesis);
- Using commas to show fronted adverbials;
- Maintaining a viewpoint throughout a text;
- Experimenting with clause position in complex sentences;
- Using a range of sentence structures;
- Identifying and using relative clauses;
- Identifying and using relative pronouns;
- Identifying a modal verb and a modal adverb;
- Spelling words with the prefixes and suffixes from the Year 5 word list;
- Using subordinating and co-ordinating conjunctions;
- Using a variety of sentence openings;
- Using capital letters, full stops, question marks and exclamation marks;
- Punctuating speech.

In Mathematics we will be working on:

- Reading, writing and ordering numbers up to 1,000,000 and know the value of each digit;
- Counting forwards and backwards in steps of 100, 1,000, 10,000 to 1,000,000 from any number;
- Being able to count forwards and backwards through zero and use negative numbers in simple calculations;
- Solving multi-step problems, choosing the correct operations and explaining methods;
- Using tables and related division facts to multiply and divide numbers mentally;
- Using understanding of place value to multiply and divide whole and decimal numbers by 10, 100 and 1,000.
- Using standard column methods, add and subtract numbers with more than four digits;
- Rounding any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, 100,000;
- Practising adding and subtracting large numbers (10,000);
- Counting forwards and backwards in steps of 100, 1,000, 10,000 to 1,000,000 from any number;
- Being able to convert between similar units of metric measure;
- Using short division, divide up to four digits by one digit and be able to explain any remainders;
- Using tables and related division facts, multiplying and dividing numbers mentally;
- Understanding the terms: factor, factor pairs, composite numbers, prime and multiple;
- Solving problems involving multiplication and division, including scaling by simple fractions, and problems involving simple rates;
- Finding equivalent fractions, recognising mixed numbers and improper fractions and being able to convert from one to the other;

- Solving problems involving multiplication and division, including square/cube numbers, using correct notation;
- Rounding decimals with two decimal places to the nearest whole number and also to one decimal place;
- Ordering numbers with up to three decimal places and be able to solve associated problems.

In Science we will be:

Forces

- Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;
- Identifying the effects of air resistance, water resistance and friction that act between moving surfaces;
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate;
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
- Using test results to make predictions to set up further comparative and fair tests;
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results;
- Identifying scientific evidence that has been used to support or refute ideas or arguments;
- Recognising some mechanisms, including levers, pulleys and gears.

The properties and changes of materials

- Comparing and grouping everyday materials together on the basis of their properties;
- Giving reasons for the particular uses of everyday materials, including metals, wood and plastic;
- Knowing that some materials will dissolve in liquid to form a solution and describing how to recover a substance from a solution;
- Using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating;
- Reporting and presenting findings from enquiries in oral and written forms, such as displays and other presentations;
- Demonstrating that dissolving, mixing and changes of state are reversible changes;
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate;
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
- Using test results to make predictions to set up further comparative and fair tests;
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

In Computing our topics will look at debugging and encryption. We will be able to:

- Detect and correct errors in a computer program;
- Design and create a computer programme for a computer game, which uses sequence, selection, repetition and variables;
- Design characters and backgrounds;
- Create original artwork and sound for a game;
- Write and debug programs to accomplish specific goals;
- Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs;
- Encrypt and decrypt messages in simple cyphers;
- Become familiar with semaphore and Morse code;
- Develop research skills to decide what information is appropriate;
- Evaluate information.

In Geography we are looking at rivers. We will be learning to:

- Describe the water cycle using a diagram;
- Recognise more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features, including naming some UK hills, mountains and rivers or types of coasts;
- Use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods, including sketch maps, plans graphs and digital technologies;
- Use Ordnance Survey maps at different scales;
- Understand and use six figure grid references to interpret OS maps;
- Regularly use/apply maths skills;
- Make careful measurements of rainfall, temperature, distances, depths and record these in the most suitable way.

In History we will be learning about Queen Victoria and the Victorian era. We will be learning to:

- Use dates and historical language;
- Draw a timeline to show different time periods and different information, i.e. when famous people lived;
- Describe different historical events from the different periods studied;
- Make comparisons between historical periods - explaining what has changed and what has remained the same;
- Understand that significant historical events have shaped the country we live in today;
- Appreciate how historical artefacts have helped us understand more about British lives, past and present.

In Art we are learning about still life and sketching. We will be learning to:

- Identify and draw simple objects using marks and lines to produce texture;
- Organise line, tone, shape and colour to represent figures and forms in movement;
- Use a sketchbook to compare and discuss ideas with others;
- Show perspective in drawings;
- Use sketch books to inform, plan and develop ideas;
- Look at the effect of light on an object from different directions;
- Use a variety of techniques to interpret the texture of a surface;
- Create a range of moods in painting;
- Express emotions accurately through painting;
- Use colour to express moods and feelings.

In Design and Technology we will be creating a Victorian board game. We will be learning to:

- Produce a detailed step-by-step plan;
- Tell if a finished product is going to be of good quality;
- Explain how a product will appeal to an audience;
- Use a range of tools and equipment expertly;
- Create a range of ideas using information collected;
- Suggest some good alternative plans and say what the good points and drawbacks are about each.

In Music we are learning to play the flute. We will be:

- Naming composers and music from a variety of era, cultures and styles;
- Refining and improving work and making suggestions to others;
- Analysing and comparing musical features of a piece within a timeframe;
- Using a variety of notation to compose music for different occasions with a given music criteria;
- Describing music using musical vocabulary – pitch, duration, dynamics, tempo, timbre, texture, structure.

In PE we are working on invasion games (netball and hockey). We will be learning to:

- Perform skills with accuracy, confidence and control;
- Know the difference between attacking and defending skills;
- Work well with others, adopting play to suit individual and other's strengths;
- Choose positions in teams and know how to help attack;
- Suggest ideas for warming up, explaining reasons for choice;
- Recognise activities that help build strength, speed and stamina;
- Know why warming up is important to help improve play;
- Know and find ways to get the ball towards the opponents' goal.

In French we are looking at how to welcome others and school. We will be learning to:

- Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts;
- Read a variety of short texts;
- Write words, phrases and short sentences;
- Hold simple conversations of at least three exchanges;
- Translate words using a dictionary.

In PSHE we will be:

- Establishing the rules and standards for our classroom;
- Revisiting our understanding of the key messages in the school's Mission Statement;
- Working on the attitudes and dispositions identified as being appropriate for Year 5 pupils - this will be ongoing throughout the year and will be revisited and reinforced constantly.



WHAT WILL WE BE DOING AT SCHOOL THIS TERM?

An overview of the work being carried out in Year 5 during the Spring Term:

In RE our topics are:

Mission:

- We will explore and develop an understanding that Community is an essential part of life for people from every age and faith and consider our own celebrations from our past.
- We will reveal that the Church's celebrations are community occasions and that the sacraments are signs of God being with us on our journey.

Memorial Sacrifice:

- We will explore how being thoughtful is a vital part of our relationships with one another and recall times when we gave and received thanks.
- We will reveal that Jesus promised that when two or three are gathered in His name then He is there also.

Sacrifice:

- We will explore how life, especially family and school life, is full of opportunities for self-giving.
- We will learn about the season of Lent and what it reveals to us about giving and giving up as well as the complete self-offering of Jesus.

In English we will be working on:

- Using a wide knowledge of text types to inform our writing;
- Ensuring that content and style of writing accurately reflects the purpose;
- Borrowing writers' techniques from book, screen and page;
- Engaging the reader throughout;
- Building cohesion within a paragraph;
- Using paragraphs to organise ideas;
- Selecting the parts of writing that need to be developed in detail;
- Selecting words to create effect;
- Using varied vocabulary to sustain and develop ideas;
- Selecting and using stylistic devices to enhance writing;
- Proof-reading writing for spelling, punctuation and grammar errors;
- Using different verb forms to aid description;
- Maintaining tense appropriately;
- Changing vocabulary and grammar for consistency and impact;
- Writing in standard English;
- Spelling words from the Year 5 word list;
- Writing consistently with neat, legible and joined handwriting;

- Continuing to increase the speed of handwriting by choosing the shape of the letter to use and joining letters accurately;
- Spelling most words from the Year 3 and 4 word list correctly;
- Using commas to show subordinate clauses (parenthesis);
- Know the difference between the 's' for plurals and apostrophes;
- Using commas to show fronted adverbials;
- Maintaining a viewpoint throughout a text;
- Experimenting with clause position in complex sentences;
- Using a range of sentence structures;
- Identifying a modal verb and a modal adverb;
- Spelling words with the prefixes and suffixes from the Year 5 word list;
- Using subordinating and co-ordinating conjunctions;
- Using a variety of sentence openings;
- Using capital letters, full stops, question marks and exclamation marks;
- Punctuating speech.

In Mathematics we will be working on:

- Reading, writing and ordering numbers up to 1,000,000 and knowing the value of each digit;
- Rounding decimals with two decimal places to the nearest whole number and also to one decimal place;
- Solving problems involving decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25;
- Choosing the correct operations and explaining methods when solving multi-step problems;
- Using tables and related division facts to multiply and divide numbers mentally;
- Distinguishing between regular and irregular polygons based on reasoning about equal sides and angles;
- Estimating volume and capacity;
- Finding equivalent fractions;
- Recognising mixed numbers and improper fractions and being able to convert from one to the other;
- Demonstrating knowledge of Roman numerals to 1,000 and being able to read years written in this way;
- Using standard column methods, adding and subtracting numbers with more than four digits;
- Choosing the correct operations when solving multi-step problems, explaining methods used and rounding answers appropriately;
- Measuring and calculating the perimeter of composite shapes;
- Finding the area of rectangles and estimating the area of irregular shapes;
- Adding/subtracting fractions with a common denominator and using this knowledge in problem solving;
- Completing, reading and interpreting tables, including timetables;
- Solving problems using data presented in line graphs;

- Ordering numbers with up to three decimal places and solving associated problems;
- Drawing and measuring angles in degrees;
- Estimating and comparing acute, obtuse and reflex angles, knowing that 360° is a whole turn;
- Solving problems that involve converting between units of time, including time lapse;
- Saying, reading and writing decimal fractions and related tenths, hundredths and thousandths accurately;
- Converting between similar units of metric measure.

In Science we will be learning about:

Earth and Space

- Describing the Sun, Earth and Moon as approximately spherical bodies;
- Explaining the movement of the Earth, and other planets, relative to the Sun in the solar system;
- Describing the movement of the Moon relative to the Earth;
- Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky;
- Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.

In Computing we are learning to be web developers and artists. We will be:

- Creating a tessellating pattern;
- Developing an understanding of turtle graphics;
- Selecting, using and combining a variety of software to design and create a range of programs;
- Writing a program to create a simple shape and design and creating programs to use repetition in a program to draw a more complex figure;
- Using sequences and repetition in programs;
- Using the snipping tool to copy pictures from the internet to an Office document;
- Using technology safely, responsibly and respectfully;
- Understanding the need to use complex passwords and keep them secure;
- Understanding the importance of keeping personal information private;
- Questioning the plausibility and quality of information;
- Learning what to do if encountering pictures that cause concern and understanding the need for private information to be encrypted;
- Formatting copied images;
- Learning how to use search engines to select and rank results.

In Geography we will be:

- Naming and locating cities and counties in the UK;
- Learning more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features;

- Naming some UK hills, mountains and rivers or types of coasts;
- Comparing and contrasting places where people live and giving reasons for some differences;
- Providing greater detail of geographical regions of the UK and their identifying physical and human characteristics;
- Giving reasons for the impact of geographical influences/effects on people, places or themes studied (job opportunities, tourism, housing);
- Locating places of global significance, identifying their defining physical and human characteristics and how they relate to one another;
- Making cross curricular links with mathematics;
- Using 1:10.000 and 1:25.000 Ordnance Survey maps.

In History we will be learning about the Normans. We will be learning to:

- Use dates and historical language;
- Draw a timeline to show different time periods and different information, i.e. when famous people lived;
- Describe different historical events from the different periods studied;
- Make comparisons between historical periods, explaining what has changed and what has remained the same;
- Appreciate that decisions have been made through Parliament for some time;
- Understand that significant historical events have shaped the country we live in today;
- Appreciate how historical artefacts have helped us understand more about British lives past and present;
- Test out a hypothesis in order to answer questions.

In Art we will be focusing on using images to create a collage/mosaic. We will be:

- Using ceramic mosaics to create a piece of art;
- Combining visual and tactile qualities to express emotion and mood;
- Scanning images and taking digital photos, using software to alter them, adapt them and create work with meaning;
- Creating digital images with animation, video and sound to communicate ideas;
- Creating a piece of art work which includes the integration of digital images taken;
- Combining graphics and text based on research.

In Design and Technology we will be designing and making items related to the Normans (family crests and tapestries). We will need to:

- Ensure that measurements are precise;
- Make sure that the product is strong and fit for purpose;
- Use flat stitches and looped stitches;
- Use textiles and sewing skills as part of a project.

In Music we will be learning to perform space-related music by:

- Describing music using musical vocabulary - pitch, duration, dynamics, tempo, timbre, texture and structure;
- Performing simple notation maintaining parts, using Major and Minor scales;
- Naming composers and music from a variety of eras, cultures and styles;
- Organising ideas into a simple composition and composing using melody, chords and structures;
- Evaluating how venue, occasion and purpose affect the way music is created, performed and heard;
- Analysing and comparing musical features of a piece within a timeframe;
- Improvising melodic and rhythmic material within given structures to create an effect.

PE

In Gymnastics we will be learning to:

- Take more responsibility for a lesson warm up;
- Understand how muscles work, how to stretch and how to do strengthening exercises;
- Work well with others;
- Perform combinations of actions that show clear levels, speeds and directions;
- Perform actions, shapes and balances clearly and consistently;
- Watch and comment on the quality of movements, shapes and balances;
- Identify which aspects were performed accurately, fluently and clearly;
- Adapt sequences to include a partner or small group;
- Repeat a longer sequence with extension, clear body shape and changes in direction.

In Dance we will be learning to:

- Warm up and cool down independently;
- Use exercises that stretch and tone the body;
- Choose appropriate material to create new motifs in a dance style;
- Perform specific skills and movement patterns and different dance styles with accuracy;
- Use dance terminology to identify different styles of dance;
- Suggest ways to develop techniques and composition;
- Work well with others.

In French we are learning about shopping for food, giving opinions, places in town and giving directions through:

- Understanding of longer passages made up from familiar language;
- Writing a paragraph of three simple sentences;
- Using knowledge of grammar to adapt single words;
- Beginning to use context to work out unfamiliar words;
- Using a bilingual dictionary/glossary to check words learnt;

- Holding a simple conversation of at least three exchanges;
- Understanding a short story or factual text;
- Working out unfamiliar words.

In PSHE we will be:

- Consistently reinforcing the rules and standards for our classroom;
- Revisiting our understanding of the key messages in the school's Mission Statement;
- Working on the attitudes and dispositions identified as being appropriate for Year 5 pupils - this will be ongoing throughout the year and will be revisited and reinforced constantly.



WHAT WILL WE BE DOING AT SCHOOL THIS TERM?

An overview of the work being carried out in Year 5 during the Summer Term:

In RE our topics are:

Transformation:

- We will explore how we can show we have an attitude of service by the way we live our lives, the way we treat others and via our words and actions;
- We will explore how Christians believe that the Spirit of God is active in all of us and reveal that the Spirit enables us to hear God's message.

Freedom and Responsibility:

- We will explore our networks of friendships and relationships and discuss how reconciliation can help to rebuild them if they are damaged;
- We will learn that Christians believe that in Jesus Christ the world is reconciled to God and reveal that through Him we can reach out with peace to everyone.

Stewardship

- We will explore the special places in our world and the need to take care of them and the animals and people who live in them;
- We will learn that Christians believe that diversity is God's gift and that the work of CAFOD aims to appreciate this.

In English we will be working on:

- Using a wide knowledge of text types to inform our writing;
- Ensuring that content and style of writing accurately reflects the purpose;
- Borrowing writers' techniques from book, screen and page;
- Engaging the reader throughout;
- Building cohesion within a paragraph;
- Using paragraphs to organise ideas;
- Selecting parts of writing that need to be developed in detail;
- Selecting words to create effect;
- Using varied vocabulary to sustain and develop ideas;
- Selecting and using stylistic devices to enhance writing;
- Proof-reading writing for spelling, punctuation and grammar errors;
- Using different verb forms to aid description;
- Maintaining tense appropriately;
- Changing vocabulary and grammar for consistency and impact;
- Writing in standard English;
- Spelling words from the Year 5 word list;
- Writing consistently with neat, legible and joined handwriting;

- Continuing to increase the speed of handwriting by choosing the shape of the letter to use and joining letters accurately;
- Spelling most words from the Year 3 and 4 word list correctly;
- Using commas to show subordinate clauses (parenthesis);
- Knowing the difference between the 's' for plurals and apostrophes;
- Using commas to show fronted adverbials;
- Maintaining a viewpoint throughout a text;
- Experimenting with clause position in complex sentences;
- Using a range of sentence structures;
- Identifying a modal verb and a modal adverb;
- Spelling words with the prefixes and suffixes from the Year 5 word list;
- Using subordinating and co-ordinating conjunctions;
- Using a variety of sentence openings;
- Using capital letters, full stops, question marks and exclamation marks;
- Punctuating speech.

In Mathematics we will be working on:

- Using short division to divide up to four digits by one digit and be able to explain any remainders;
- Matching a net to its 3D shape;
- Describing the position of a shape following a reflection or translation;
- Distinguishing between regular and irregular polygons based on reasoning about equal sides and angles;
- Drawing and measuring angles in degrees;
- Estimating and comparing acute, obtuse and reflex angles, knowing that 360° is a full turn;
- Showing that you can multiply proper fractions and mixed numbers by a whole number;
- Solving problems involving multiplication and division, including scaling by simple fractions, and problems involving simple rates;
- Using formal written methods to multiply up to four digits by both one and two digit numbers;
- Understanding the terms: factor, factor pairs, composite numbers, prime and multiple;
- Completing, reading and interpreting tables, including timetables;
- Solving problems using data presented in line graphs.

In Science we will be learning about:

Growing up and growing old:

- Describing the changes as humans develop to old age;
- Describing the life process of reproduction in some plants and animals.

Living things and their habitats:

- Living things and their habitats, as well as the work of famous naturalists;
- The reproductive organs for humans;
- The differences in the life cycles of a mammal, an amphibian, an insect and a bird;

- The life processes of reproduction in some plants and animals;
- Reporting and presenting findings from enquiries in oral and written forms, such as displays and other presentations.

Looking at famous scientists:

- The impact that they have had on the world and their discoveries.

In Computing we are learning to be bloggers and architects. We will learn to:

- Create a blog profile and create blog posts on a particular theme;
- Comment on a blog post;
- Use **bold**, *italics*, the underline button and keyboard shortcuts;
- Appreciate the need to use complex passwords and keep them secure;
- Develop understanding of e-safety and responsible use of technology;
- Use technology safely, respectfully and responsibly;
- Format copied images;
- Format work correctly, using appropriate font sizes;
- Use 'Word' for a variety of purposes;
- Use sequence and repetition in programs;
- Create simple objects using SketchUp;
- Add furniture to our gallery in SketchUp;
- Use search technologies effectively;
- Create a simple shape and design and create programs to use repetition in a program to draw a more complex figure.

In Geography we will be learning about the Americas. We will:

- Recognise some of the world's countries, focusing on North America - concentrating on environmental regions, key physical or human characteristics, countries and major cities;
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and North America;
- Describe and give some reasons for geographical similarities and differences between UK, European and North/South American regions;
- Understand the key aspects of physical geography, e.g. climate zones, biomes and vegetation belts.

In History we will be learning about the Mayans. We will:

- Draw a timeline to show different time periods and different information, i.e. when famous people lived;
- Use dates and historical language accurately;
- Describe different historical events from the different periods studied;
- Make comparisons between historical periods, explaining what has changed and what has remained the same;

- Appreciate how historical artefacts have helped us understand more about Mayan lives past and present;
- Test out a hypothesis in order to answer questions;
- Use mathematical skills to work out exact timescales.

In Art we will be studying a range of artists. We will:

- Look and discuss our own work and that of other artists (e.g. Matisse, Lowry);
- Discuss our own work and work of other sculptors (e.g. Frink);
- Focus on sculpture and moulding.

In Design and Technology we will be learning about Mayan printing and cooking Mayan food. We will be:

- Making up a prototype (recipe);
- Describing what to do to be both hygienic and safe;
- Presenting a product appropriately;
- Thinking about what the user would want when choosing textiles;
- Considering how to make a product attractive and strong;
- Creating an accurate print design that meets a given criteria;
- Printing using a number of colours;
- Printing onto different materials.

In Music we will be looking at composing our own cyclical music and improvising We will:

- Explore musical moods using new techniques and structures;
- Recognise and use basic structural forms, e.g. rounds, variations and rondo;
- Identify the difference between pulse and syncopation, and begin to use in a composition;
- Describe music using musical vocabulary - pitch, duration, dynamics, tempo, timbre, texture and structure;
- Perform from simple notation maintaining a part, using Major and Minor scales;
- Name composers and music from a variety of eras, cultures and styles;
- Organise ideas into a simple composition and compose using melody, chords and structures;
- Identify and explore musical devices;
- Evaluate how venue, occasion and purpose affect the way music is created, performed and heard;
- Improvise melodic and rhythmic material within given structures to create an effect.

PE

In Athletics we will be learning to:

- Perform a range of warm up activities;
- Work well with others, adapting play to suit our own and others' strengths;

- Recognise why some athletic activities can improve strength, power or stamina, and explain how these can help performance in other types of activity;
- Perform a range of jumps showing power, control and consistency at both take-off and landing;
- Understand the basic principles of relay take-overs;
- Take part in a relay event;
- Organise small groups safely, taking turns at different roles;
- Identify parts of the performance that need to be practised and refined, and suggest improvements.

In French we will be learning about going on holiday, expressing opinions and talking about holiday plans. We will also name and describe rooms at home and say what people do in them through:

- Using words in context to work out unfamiliar words;
- Showing understanding of longer passages made up from familiar language;
- Writing a paragraph of three simple sentences;
- Holding a simple conversation of at least three exchanges;
- Identifying some details from a text;
- Using knowledge of grammar to adapt single words.

In PSHE we will be:

- Embedding the rules and standards for our classroom;
- Revisiting our understanding of the key messages in the school's Mission Statement;
- Working on the attributes and dispositions identified as being appropriate for Year 5 pupils - this will be ongoing throughout the year and will be revisited and reinforced constantly.