

Year group: 5/6

Class : Birch

Term: Spring Term 2017

English: SPAG—Types of noun, verb tenses, hyphens, commas to separate clauses and to add information, -ei after c, silent letters, subjunctive verbs, homophones, connectives to build an argument

TEXT- Explore features of autobiographies and biographies, write a biography.

Persuasive writing— which microbes are the best?

Science Link—plan, prepare, research and present a video using i-pads.



Numeracy: Add, subtract ,multiply and divide fractions

Know how size and amounts can be scaled up or down using scale and ratio.

Draw shapes using grids and co-ordinates using scale criteria to scale up or down.

Know the language of translation and rotation to move shapes on a grid.

algebra – symbols or letters to represent amounts Sequences/terms/formulas

Count up and back beginning in different places and using different sequences.

Use the terms alternate and consecutive. Read 24hr and analogue times and know how to convert them. Read and know how to use a world time-zone chart.

Use scientific logic and knowledge to solve time problems. Angles of triangles and quadrilaterals.



Science:

Enquiry questions to match statements about the Sun, Earth and Moon. Create a model of the solar system. Explain how the solar system works using video presentation. Set up a shadow measuring investigation to support the fact that the Earth moves on its axis ,Create a sundial. Explore time zones around the world and relate this to the movement of the Earth. Explore the lunar phases of the moon. Find out about bacteria and other micro-organisms and consider those which are helpful or harmful.

Computing: Word Publisher; research using online sources ; create a video presentation using i-pads and whiteboards

MFL: learning to describe our village; ask for and give directions; learning names for rooms and furniture in our homes

Geography: Explore time zones around the world; language of direction; compare seasons around the world.

Art and design: Painting landscapes (earth and other planets).

Design & Technology:
Papier mache modelling: design and make an orrery.

RE: Prayer and meditation.

PE: Dance with specialist teacher.
Football, Gym—jumps and rolls.

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| SPAG: persuasive argument connectives Persuasive writing- persuade the reader why your chosen microbe is the best. | | Understand that some microbes can keep us healthy. Understand that some microbes can be put to good use. Use yeast to make bread. Carry out yeast- rising experiment. |
| SPAG: -cious, -tious | | Understand that sometimes microbes can make us ill. Match the good/bad microbe symptoms to their descriptors. |
| SPAG: -cial,-tial | | Understand that infection can be spread through unclean hands. Understand that hand washing can prevent the spread of infection. Carry out a group experiment of effective hand washing using Glo Gel. Write a report on the findings. |
| SPAG: -ant,ance/-ent,-ence | | Know that infection can spread through sneezing and coughing. Understand that covering the mouth when sneezing and coughing can prevent the spread of infection. Carry out 'sneezer spray' experiment to see how far airborne moisture particles travel. |
| SPAG: | | Understand that microbes can be found on our food and can transfer to humans. Understand that cooking food properly can kill harmful microbes. Understand that bacteria multiply very quickly. |

| | ENGLISH | MATHS | SCIENCE | ICT | ART | R.E. | P.E. | Humanities |
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| WK 1 | SPAG: types of noun extended noun phrases recap able/ible learn suffixes with vowels to words ending in –fer TEXT: introduction to biography and autobiography – identify textual and grammatical features, narrator/author's voice. | Add, subtract ,multiply and divide fractions. Roman Numerals one/ten/hundred less/more than given numbers | Suggest enquiry questions to back up a series of statements about the Earth, Sun and Moon. Match possible scientific approaches to investigating enquiry questions. | Use word doc to transfer Mystery Stories from handwritten to typed version. Create a booklet with front and back cover. | Know primary and secondary colours -make a colour wheel. Mix chalks / paint to create colours. | | Dance Football | |
| WK 2 | SPAG: verb tenses hyphens commas to separate clauses and to add information in complex sentences TEXT: compare autobiographies and biographies – which are preferred – why? (tone of voice. Interesting facts, identify with, story-telling skills) Write an imaginary autobiography as if you were a well-known fairy-tale character. | Know how size and amounts can be scaled up or down using scale and ratio. Draw shapes using grids and co-ordinates using scale criteria to scale up or down. Know the language of translation and rotation to move shapes on a grid. Recap Rounding Quick efficient mental addition/subtraction methods. | Use fruit to create a model of the solar system. Calculate scales and ratios for a model of the solar system. Research, collate and create graphs for data about planets. Paint the planets from known images and the nature of planets. | Research videos and online programs for creating an orrery. Know how to select appropriate and pertinent information and how to save it in a named file. Know the language of translation and rotation to move shapes on a grid. | Paint landscapes of what it would look like on different planets in the solar system. Create papier mache models of the planets. | | Dance Football | |
| WK 3 | SPAG: verb tenses ei after c TEXT: as above – research the life of and write a biography of an astronaut we have studied, George Lucas or an actor from Star Wars. | algebra – symbols or letters to represent amounts | Know the difference between geo and heliocentric solar system and how views have evolved. Build an orrery of our solar system. Create episode one of Stargazing which explains how the solar system works and what is in it. | Record and edit presentation of Stargazing using i pad. | Work in groups to use the papier mache models and build an orrery. | | Dance Football | |

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| SPAG: -ough Write an explanation of sequences (Maths) and how the Earth moves on its axis (Science) using commas, dashes, brackets and conjunctions/connectives to separate clauses, add information and maintain clarity of meaning. | Sequences/terms/formulas Count up and back beginning in different places and using different sequences. Use the terms alternate and consecutive. Read 24hr and analogue times and know how to convert them. | Carry out shadow investigations that help support the idea that the Earth moves on its axis. Observe, measure and identify patterns in changing shadows across a day. Record a working model of a ‘shadow clock’ offering observations and scientific explanation. Set up a way of recording how the sun will change position in the sky during the onset of Spring. | | | | Gymnastics Football |
| SPAG: silent letters subjunctive- 'If I were...' Write as if you were one of the astronauts or scientists we have studied this term – create a poem beginning each sentence with 'If I were....' | Read and know how to use a world time-zone chart. Use scientific logic and knowledge to solve time problems | Create a sundial calibrated to key school times. Explore times zones and relate this to the movement of the Earth. Use scientific logic and knowledge to solve time problems. | | | | Gymnastics Cross-country |
| SPAG: homophones | | Carry out a simulation investigation to demonstrate why the moon appears as it does in the sky. Look at photos of the moon and identify key features. Match lunar phases to relative positions of the Moon, Sun and Earth. | | | | Gymnastics Cross-country |
| SPAG: homophones | | Understand that bacteria, viruses and fungi are 3 different types of microbes. Explore some of the names and descriptions of microbes and make them from playdough/ draw them. | | | | |