

Spotlight Masterpiece: To create a working Bop-it game using microbit		Hook: Take apart a computer
Writing Genre: Non- Chronological Report	<p>Non-Fiction – Recount: Newspaper report</p> <p>Toolkit:</p> <p>Engage the reader by:</p> <ul style="list-style-type: none"> - Using an eye catching headline (play on words, alliteration) - Exaggerate or sensationalise the language - Have biased opinions - Using humour <p>Inform the reader by:</p> <ul style="list-style-type: none"> - Include key details: what, where, when, why - Include eye witness accounts (quotes) - Use pictures and captions <p>Guide the reader by:</p> <ul style="list-style-type: none"> - Using paragraphs - Write in chronological order - Use time adverbials - Use orientation sentences 	
Reading	<p>Class Text: The Other Side of the Truth</p> <ul style="list-style-type: none"> • Vocabulary focus –using new words in context • Inference and characterisation • Writing opportunities: Write in role/write the next chapter 	
SPAG	<ul style="list-style-type: none"> • Accurate use of direct speech and indirect speech • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using commas to clarify meaning or avoid ambiguity in writing • Effective use of parenthesis • Use of dictionary and thesaurus • Spelling- Year 5 spelling rules (Spelling Shed) • Homophones • Relative clauses 	
Mathematics	<p>Number: Multiplication and Division (2 weeks)</p> <ul style="list-style-type: none"> • Multiply 4-digits by 1-digit • Multiply 2-digits (area model) • Multiply 2-digits by 2-digits • Multiply 3-digits by 2-digits • Multiply 4-digits by 2-digits • Divide 4-digits by 1-digit • Divide with remainders <p>Number: Fractions (3 weeks)</p> <ul style="list-style-type: none"> • Equivalent fractions • Improper fractions to mixed numbers • Mixed numbers to improper fractions • Number sequences • Compare and order fractions less than 1 • Compare and order fractions greater than 1 • Add and subtract fractions • Add fractions within 1 • Add 3 or more fractions • Add fractions • Add mixed numbers • Subtract fractions 	

	<ul style="list-style-type: none"> • Subtract mixed numbers • Subtract – breaking the whole • Subtract 2 mixed numbers
<p>History</p>	<p>The Egyptians – Depth Study</p> <ul style="list-style-type: none"> • To know the characteristics of a civilization: food supply, social structure, system of government, religion, a highly developed culture, technology and a written language. • Know that many historians believe that civilizations first appeared in Mesopotamia (what is now Iraq). • Know that the major ancient civilizations emerged around 3300 BC. • Know that Mesopotamia is credited with many things that would change the world, specifically the concept of time and mathematics. • To know that the main sources of information about ancient Egypt are the many monuments, objects and artefacts that have been recovered from archaeological sites. • Know that Ancient Egypt began in North Africa along the River Nile from around 3000 BC. • Know that many cities in Ancient Egypt were built next to the River Nile because it provided fertile soil and most of the water used to grow crops which led to great agricultural wealth. • Know that every year the River Nile flooded and that people would have starved if there was not enough water for the crops. • Know that the Egyptians used irrigation to provide drinking water. • Know that many religious observances centred on their observations of the environment, the Nile and agriculture. • Know that the Egyptians did not worship the Nile itself; they thanked specific gods/goddesses for any good fortune. • Know that Osiris was the god of life, death, the flooding of the Nile and the afterlife. • Know that the Egyptians had a developed view of the afterlife with rituals for preparing the body and soul for a peaceful life after death. • Know that embalming and mummification were done in order to preserve the person's identity in the afterlife. • Know that the Pharaohs of Ancient Egypt were the heads of state. • Know that a dynasty was when one family maintained power, handing down the throne to a male heir. • Know that the pharaoh Hatshepsut was one of only a few female pharaohs and is considered one of Egypt's greatest pharaohs. • Know that Hatshepsut brought great wealth and artistry to her land. • Know that Ancient Egypt had a class system, with pharaohs and gods at the top and slaves, labourers and peasants at the bottom. • Know that slaves were people that may have been war prisoners or criminals. Know that slavery became a major part of the ancient Egyptian community and they were forced to do whatever labour that was needed.
<p>Religious Education</p>	<p>Why do some people believe God exists?</p> <ul style="list-style-type: none"> • To know the difference between the atheist, theist and agnostic belief. • To raise questions about the nature and existence of God. • To consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. • To use global statistics and the 2011 UK census to find out how many people in the world and the UK believe in god. • To understand how believing in God can affect people's lives differently. • To understand ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
<p>Physical Education</p>	<p>Dodgeball</p> <ul style="list-style-type: none"> • To learn the rules of dodgeball and apply them to a game • To develop throwing at a moving target • To use jumps, dodges and ducks to avoid being hit • To develop catching to get an opponent out • To select and apply tactics in the game • To develop officiating skills and referee a dodgeball game

<p>Science</p>	<p>Properties and Changes to Materials</p> <ul style="list-style-type: none"> • Know that materials have different uses depending on their properties and state (liquid, solid, gas). • Know how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know how to recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Know how to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Know how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Know how to demonstrate that dissolving, mixing and changes of state are reversible changes. • Know how to explain that some changes result in the formation of new materials, and that this kind of change is irreversible, including changes associated with burning and the action of acid on bicarbonate of soda.
<p>RSHE</p>	<p>SRE Lesson 2</p>
<p>Art</p>	<ul style="list-style-type: none"> • Art inspired by Egyptian hieroglyphs
<p>Music</p>	<p>Ukulele</p> <ul style="list-style-type: none"> • To know that a Ukulele strings are tuned G-C-E-A. • To know that you can change the pitch of a string by turning the tuning pegs • To know how to use finger placement to produce the following chords: C, F, G. • To know that strumming or finger picking can be used to produce sound on a ukulele and create different intensity depending on how hard you strum. • To know that a pic can be used to play the strings and this produces a different timbre. • To know that the chords C, F and G can be played interchangeable to produce a tune or melody.
<p>Primary Languages – Spanish</p>	<p>All About the Weather - Que tiempo hace?</p> <ul style="list-style-type: none"> • To be able to talk about seasons and months • To be able to describe the weather • To use negative statements
<p>Computing</p>	<p>Programming – micro:bit</p> <p>Skills:</p> <ul style="list-style-type: none"> • To be able to suggest possible uses for a micro:bit computer, based on its components. • To be able to write a simple MakeCode program that incorporates a simple output of a flashing LED image and LED scrolling name tag. • To be able to create a simple MakeCode program that incorporates a physical button and accelerometer input (dice). • To be able to use the following MakeCode functions: Basic, Input, Music, Logic, Variables & Maths functions to create a scorecard for a simple poll. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that programs and code can be presented in different ways, including blocks and scripts. • To know that blocks used by programs like Scratch and MakeCode represent strings of written code. • To know that micro:bit is a type of computer that can be programmed to demonstrate different computer outputs. • To know that micro:bit hardware inputs include: microphone, buttons, compass, accelerometer, USB & connectors, & radio antenna. • To know that micro:bit hardware outputs include: speaker, lights, USB & connectors.