

Spotlight Masterpiece: Spanish Weather Report		Hook: Spanish Weather Report
Writing Genre: Narrative	Fiction: Meeting story Model Text: The Meeting <ul style="list-style-type: none"> • Know that the natural world is full of activity at night • Be able to explain about some aspects of the natural world in their area, with an emphasis on why these habitats are interesting and need to be protected • Be able to write effectively about the natural world using a wide range of descriptive writing tools • Be able to experiment with different story structures and discuss their effectiveness. 	
Reading	Class Text: Midnight Fox by Betsy Byars <ul style="list-style-type: none"> • Previewing and predicting • Activating prior knowledge • Questioning • Visualisation • Synthesising, inferring and drawing conclusions • Summarising/ determining importance • Empathising • Taking a critical stance Building vocabulary: Stampede, abandoned, captured, lonesome, adaptable, beneficial, cowering, desperate, endurance, sarcastic	
SPAG	<ul style="list-style-type: none"> • Use fronted adverbials to add variety to sentence structure • Using punctuation and conjunctions to avoid comma splicing. • Effective use and accurate punctuation of dialogue • Use of dictionary and thesaurus • Spelling- Year 5 spelling rules (Spelling Shed) • Homophones • Expanded noun phrases 	
Mathematics	Fractions <ul style="list-style-type: none"> • To be able to add fractions within 1. • To be able to add 3 or more fractions. • To be able to Add fractions with different denominators. • To be able to add mixed numbers. • To be able to subtract fractions. • To be able to subtract mixed numbers. • To be able to subtract 2 mixed numbers. • To be able to multiply unit fractions by an integer. • To be able to multiply non-unit fractions by an integer. • To be able to multiply mixed numbers by integers. • To be able to find fractions of an amount. • To be able to use fractions as operators. Decimals <ul style="list-style-type: none"> • To understand decimals as fractions • To understand thousandths. • To be able to round decimals. • To order and compare decimals. • To understand percentages. • To recognise equivalent percentages, fractions and decimals. 	

<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 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. <ul style="list-style-type: none"> Know that the Egyptians built pyramids as burial places and monuments to the Pharaohs. Know that inside the pyramid the Pharaoh would be buried with all sorts of items and treasure that he/she may need to survive in the afterlife. Know that many pyramids were built next to the Nile River as it was easier to get the blocks to the pyramid; the stones could be bought nearer to the pyramid building site by boat. To know that thousands of slaves and other employees were used to cut up the large blocks and then slowly move them up the pyramid on ramps. Know that the first Egyptian writing was a system of pictures called hieroglyphics. Know that the Rosetta Stone had the same message written in both hieroglyphics and Greek. Know that this was important because it helped to translate what the hieroglyphics said and could be used to help translate other hieroglyphics as well.
<p>Art</p>	<p>Art inspired by Egyptian hieroglyphs</p> <ul style="list-style-type: none"> to develop our understanding of Egyptian art by investigating visual materials. to be able to sketch and mix appropriate colours. to finish my artwork by outlining. to evaluate my artwork as well as that of others. To use fine paintbrushes and acrylic paint correctly and with accuracy
<p>Geography</p>	<p>London, Madrid and Mexico City</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
<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>Badminton</p> <ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip To develop the backhand serve over a net. To develop rallying using an overhead forehand clear To develop the forehand serve over a net To learn how to score points and play in competitive games To develop the backhand clear and apply this to game situations To show respect, honesty and fair play when competing against an opponent

	<p>Swimming</p> <ul style="list-style-type: none"> To develop gliding, front crawl and backstroke To develop rotation, sculling and treading water To develop the front crawl stroke and breathing technique To develop the technique for backstroke arms and legs To develop breaststroke technique To develop breaststroke and breathing technique To develop basic skills of water safety and floating To learn techniques for personal survival
<p>Science</p>	<p>Properties and Changes to Materials</p> <ul style="list-style-type: none"> 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>Living things and their habitats</p> <ul style="list-style-type: none"> To know the difference between a mammal, amphibian, an insect and a bird. To know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To know how to describe the life process of reproduction in some plants and animals. To know as part of their life cycle, plants and animals reproduce. To know that most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring, which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young, which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. To know plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction, which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.
<p>RSHE</p>	<p>Sport Relief (17th Feb –17th March) Pancake Day (1st) / Lent (2nd March – 14th April) British Science Week (11th – 19th) Red Nose Day (18th) Neurodiversity Celebration Week (21st – 27th)/ World Autism Awareness Week (29th March – 3rd April) –PSHE link –similarities and differences Family Safety Week 2022 (30th March -2nd April) –PSHE link -safety</p> <p>Health and Wellbeing -To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions -To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Relationships -To recognise ways in which relationships –including family relationships and friendships- can be unhealthy, how to manage these situations and whom to talk to if they need support.</p> <p>Living in the Wider World -To learn about the role money plays in their own and others’ lives (revision) -To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’, and to increase their understanding of how to manage their money and become a critical consumer (revision)</p>
<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 and Am 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.

	<ul style="list-style-type: none"> 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 repeat and recognise the vocabulary for weather in Spanish. To ask what the weather is like today. To say what the weather is like today. To know the following phrases in Spanish: <i>it is raining (está lloviendo)</i>, <i>it is snowing (está nevando)</i>, <i>there is a storm (hay tormenta)</i>, <i>it is sunny (hace sol)</i>, <i>it is windy (hace mucho viento)</i>, <i>the weather is fine (hace buen tiempo)</i>, <i>the weather is not good (hace mal tiempo)</i>, <i>it is cold (hace frío)</i>, <i>it is hot (hace calor)</i>, <i>what weather is it? (¿qué tiempo hace?)</i> To know that the days of the week in Spanish are: <i>lunes, martes, miércoles, jueves, Viernes, sábado, domingo</i> To know that exclamation marks and questions marks are used at the start and end of sentences. To know how to describe location in Spanish using the following phrases: <i>in the north(en el norte)</i>, <i>in the east (en el este)</i>, <i>in the south (en el sur)</i>, <i>in the west (en el oeste)</i>, <i>in the centre (en el centro)</i> To create a Spanish weather map. To describe the weather in different regions of Spain using a weather map with symbols.