

Meet the Year Group Team		
Head of Year	Class Teachers	PTP Support
Miss C Wyers	Mrs C Wyers	Mrs M Toobe
	Miss A Lounton	Mrs J Austin

**Term & Date: Spring 2**

**THEME: Water**

<p><b>English</b></p>	<p><b>Rock, Paper, Scissors Narrative</b> This half term, the children will begin by watching a video to show the legendary game of rock, paper scissors. The video can be found on the Literacy Shed or Youtube. We will look at how to create tension in our writing through figurative language and short sentences. The children will watch most of the video and then write the final chapter.</p> <p><b>Titanic</b> Following our school trip to Southampton SeaCity Museum, the children will write a newspaper report about the sinking of the Titanic. Towards the end of term, the children will also write a diary entry of a passenger onboard the ship.</p> <p><b>Spelling</b> Children will:</p> <ul style="list-style-type: none"> <li>- Study the year 5&amp;6 statutory spelling list</li> <li>- -ough suffix</li> <li>- -ible/-able suffix</li> <li>- unstressed vowels</li> <li>- prefixes</li> </ul>
<p><b>Maths</b></p>	<p><b>Place Value/Number</b> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Increase fluency by using patterning and building from known facts. e.g. <math>0.02 \times 0.1 = ?</math> <math>2 \times 1 = 2</math> <math>0.2 \times 1 = 0.2</math> <math>0.02 \times 1 = 0.02</math> <math>0.02 \times 0.1 = 0.002</math></p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p><b>Four Operations</b> Visualising multistep word problems involving four operations. Fluently solve addition and subtraction problems in context, selecting the best method to use and justifying their choice.</p> <p><b>Geometry</b> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><b>Measure</b> Understand and use equivalences between common metric and imperial units such as inches, pounds and pints. Estimate volume and capacity.</p>

<b>Science</b>	<p><b>Life Cycles</b></p> <p>The children will learn that organisms go through varying stages in life to prepare them for maturity when they are able to reproduce and that organisms have evolved differently and therefore overcome the challenge of growth and preparing for maturity in different ways. The Children will be able to do more than describe the stages of various life cycles, but think carefully about how the stage supports the survival of the organism to reach maturity. We will compare different life cycles to identify how similar developments are achieved in different ways and why some stages are much longer with different organisms.</p>
<b>Computing</b>	Websites and videos
<b>Art</b>	<p><b>Water Printing</b></p> <p>The children will look at repeated patterns in art by William Morris. Using inspiration from water and animals that live there, the children will design a pattern to repeat by printing using cardboard, string and ink.</p>
<b>Geography &amp; History</b>	<p><b>Titanic</b></p> <p>The children will explore the sinking of the Titanic. Our school trip will help secure our understanding, and we will deepen our understanding based on what the children want to know more about after the trip.</p>
<b>RE</b>	<p><b>Eucharist (Symbol)</b></p> <p>The children will define the meaning of the concept symbol and describe how and why the symbols of bread and wine are used by Christians.</p> <p>They will describe the importance of the symbols to Christians and their own responses and ideas about symbols.</p>
<b>PSHE</b>	<p><b>Healthy Me</b></p> <p>The children will explore healthy choices, such as smoking, and how to lead a healthy and balanced lifestyle. The children will look at body image and explore how they see themselves.</p>
<b>PE</b>	<p><b>Creative Skills</b></p> <p>Linked to our water topic, the children will experiment with movements that could portray many concepts linked with water. Through their understanding of isolation, locomotor/non locomotor movements, they will create and perform a 'water' dance.</p>
<b>Year 5 PE days are:</b>	<p>Monday, Tuesday</p> <p>Please ensure your child brings in trainers every day for The Daily Move.</p>
<b>Homework Routines</b>	<p>Monday to Monday spellings</p> <p>Reading and times tables expected at least 4 times a week. (please have their profiles filled in and signed)</p> <p>Maths homework will be set Monday to Monday and be based on the previous week's learning</p>