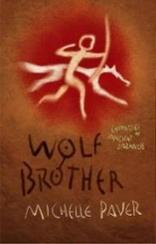


Curriculum Information



Term: Spring 2 Class/Year Group: 5

Inspiration/Theme: Winter Olympics	Curriculum Driver: STEM	Outcome of learning: Olympic Village Booklet, Olympic Trophy sculpture	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
  <p>Wolf Brother by Michelle Paver</p> <p>Clips and video footage from Winter Olympics</p>	<p><u>Hook</u> E-mail from athlete – We need your help to choose the next location!</p> <p><u>Trips/Visitors/Marvellous Middle</u> Bath University to meet a Bobsleigh athlete</p> <p><u>Celebration/Fabulous Finish</u> Olympic Village Market Stall</p>	<p>Olympic booklet for display at Olympic Village exhibition</p> <p>Olympic Trophy sculpture created to accompany their Olympic village booklet</p>	<p>The language of comparison In some ways....and.....are alike. For instance they both..... Another feature they have in common is that..... However they also differ in some ways. For example.....while..... Another difference is that.....whereas..... Finally.....but..... The similarities/differences seem more significant than the similarities/differences because.....</p> <p>The language of deduction: Given that.....then..... I deduce/deduct..... I have worked out..... In conclusion/ I conclude..... Based on..... The evidence/facts lead(s) to..... Having considered..... This infers that.....</p>
Topic Table	Book Corner	Maths Challenge table	Home Learning
<p><u>Key questions</u> Why do you want to be an Olympian? How would you get there? What makes a good Olympian? Why are Olympic values important? How does a starting gate work? Why is ice slippery?</p> <p><u>Key images/artefacts</u> Olympic parks, Olympic events, Olympians, Olympic values</p> <p><u>Key vocabulary</u> Friction, pulley, lever, winch, streamline, bobsleigh,</p> <p><u>Science Table</u> Pulleys, levers, different everyday materials</p>	<p><u>Key questions</u> How would you describe this text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of.....</p> <p><u>Key images/artefacts</u> Survival kit, Bronze age artefacts, ice forests, wolves</p> <p><u>Key vocabulary</u> wolf, prospect, bewildered, speculate, menace, ominous, livid, endure, acclaim, conjure, despondent</p>	<p><u>Key questions</u> Can you find the equivalent?</p> <p><u>Key images/artefacts</u> Fraction, decimal, percentage walls Fraction towers Equivalent games (dominoes, snap) Cuisinere and fraction rods</p> <p><u>Key vocabulary</u> Decimal, fraction, percentage, equivalent, tenths, hundredths, greater, smaller, convert, angles, acute, obtuse, reflex</p>	<p>There are many ways in which you can help your child at home...</p> <p>Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday.</p> <p>Spellings: Spellings are made up of words from the National Curriculum, our week's spelling rule lesson and review words from previous years. The twelve spellings go home in your child's home learning book on a Friday and are tested the following Thursday in school.</p> <p>P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities.</p>

English	Maths	Science	PE
<p><u>Outcome of learning:</u></p> <p>Children will create their own booklet to advertise their Winter Olympic Village which will include a short piece of fiction, an explanation of an event, instructions and a persuasive advert.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use cohesive devices to link sentences and across paragraphs • Apply prepositional phrases to specify direction and position • Identify the purpose and audience to select the appropriate form. • Understand how grammar and vocabulary choices can change and enhance the meaning. • Build suspense and tension through vocabulary and structure. • Use commas for clarity and effect • Organise writing into paragraphs, considering how they can have an impact on the reader <p><u>Reading key skills:</u></p> <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's imagination. • Identify themes and conventions across books they have read. • Draw inferences about characters' feelings, thoughts, emotions and actions. • Ask questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. 	<p><u>Outcome of learning:</u></p> <p>Explore and understand decimals and percentages and geometry through angles</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Learn to read and write decimal numbers • Comparing decimal numbers to find which is greater and smaller • Add and subtract decimals • Convert decimals to fractions • Round decimals to nearest whole number and decimal position • Comparing quantities and exposing percentage as an amount out of 100 • Convert fractions to hundredths by expanding and simplifying fractions • Angles on a line/point and using angles to describe common shapes <p><u>Cross-Curriculum Links:</u></p> <p>Position and movement in geography, statistics in history and measurement in design and technology.</p>	<p><u>Outcome of learning:</u></p> <p>Understand the use of everyday materials, the importance of friction and explore different mechanisms, including levers and pulleys</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. • Give reasons for particular uses of everyday materials. Identify the effects of friction. 	<p><u>Outcome of learning:</u></p> <p>To play a game of Tag Rugby.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Take responsibility for getting and putting equipment away safely • Select and perform appropriately in response to the sporting situation
	RE	<p style="text-align: center;">Music</p> <p><u>Outcome of learning:</u></p> <p>Perform samba rhythms together using original Samba instruments</p> <p>Understand how ostinato patterns fit together to create a piece in Samba style</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understand the different instruments that are used in a Samba band and the role they play. • Keep a pattern on a Samba instrument that remains constant and rhythmical. • Perform successfully as a band responding to the musical 'signals' • Compose simple 'Samba' repeated patterns. 	<p style="text-align: center;">Geography/History</p> <p><u>Outcome of learning:</u></p> <p>Historical enquiry around the Winter or Summer Olympics</p> <p>Understand geographical similarities and differences by creating a table</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use 6-figure grid references (Maths curriculum link-position and movement) • Use maps and atlases to locate countries • Note connections, contrasts and trends over time (Maths curriculum link-statistics) • Construct informed responses as a response to historical information • Understand how knowledge of the past can be constructed from various sources
	<p style="text-align: center;">RE</p> <p><u>Outcome of learning:</u></p> <p>Justify opinions to Big Questions about religion and the world around us</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Respect other people's opinions • Justify your own opinion • Think objectively about situations 		
	MFL	PSHE	Art
	<p><u>Outcome of learning:</u></p> <p>Children will revise food and drink and learn about sports and hobbies.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To revise words for food and drink, including naming some healthy and unhealthy food in French. • To be able to talk about sports and other hobbies. 	<p style="text-align: center;">PSHE</p> <p><u>Outcome of learning:</u></p> <p>Explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Describe the foods needed for a balanced diet • Stand up for what you think after listening to others and make your own choice • Recognise how to have a healthy body and mind • Classify alcohol as a drug 	<p style="text-align: center;">Art</p> <p><u>Outcome of learning:</u></p> <p>Children will design and create a sculpture of their Olympic trophy</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Visual elements: line, tone • Art processes: drawing, sculpture • Construct mood boards using the work of artists for ideas • Explore different materials to express ideas • Evaluate and improve
	<p style="text-align: center;">DT and Computing</p> <p><u>Outcome of learning:</u></p> <p>Create a winner's trophy for their own Winter Olympic Games</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Design specification (Maths curriculum link-measurement) • Select from a wide range of tools, equipment, materials and components • Shape and join hard materials • Evaluate methods used 		