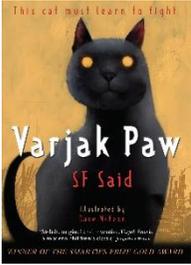


Curriculum Information

Term: Summer 1 Class/Year Group: 5



Inspiration/Theme: CAT	Curriculum Driver: English	Outcome of learning: Sequel chapter published on graffiti artwork.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p>Varjak Paw by SF Said</p> 	<p><u>Hook</u> Vinegar and bicarbonate of soda volcanoes</p> <p><u>Trips/Visitors/Marvellous Middle</u> The Conigre Nature Reserve</p> <p><u>Celebration/Fabulous Finish</u> Share Varjak sequels with Year 4</p>	<p>Graffiti notes.</p> <p>Cat template dreams.</p> <p>Newspaper articles.</p> <p>Sequel chapter published on graffiti artwork.</p>	<p>The language of evaluation: This is supported by the fact that..... In my opinion.....furthermore.....However Possible improvements may include..... My view is that.....</p> <p>The language of opinion: Therefore / In my opinion / I believe It is my opinion that.....however others may/might believe...</p> <p>The language of Mathematical reasoning: I like this method because... I know that... therefore I know that... The answer is correct/incorrect because... I agree/disagree because.... I worked systematically and realised that....</p>
Topic Table	Book Corner	Maths Challenge table	Home Learning
<p><u>Key questions</u> What is a volcano? Why do some volcanos erupt? Who lived during the Mesopotamia era?</p> <p><u>Key images/artefacts</u> Volcanos, diagrams of volcanos, images from the Mesopotamia era, artefacts from the Mesopotamia era.</p> <p><u>Key vocabulary</u> Mesopotamia, historical, volcano, erupt, dormant, lava, natural disaster, relief effort, Sumerians, empire, Babylon.</p> <p><u>Science Table</u> Images of living things, living creatures, habitats, classification keys, animal and plant diagrams.</p>	<p><u>Key questions</u> Who is Varjak? Can you summarise the book in 2 paragraphs? What is the moral of the story? Would you leave the house? How would you describe Varjak?</p> <p><u>Key images/artefacts</u> Book cover, artwork from the book, photo of the author.</p> <p><u>Key vocabulary</u> Mesopotamian, dreams, moral, powers, tension, shimmer, cackle, vile, aggressive, resilient.</p>	<p><u>Key questions</u> Percentages: What is...% of ... If ...% of a number is ... What number did I start with? What is the equivalent fraction? Decimal?</p> <p><u>Key images/artefacts</u> Equivalent fractions, decimals and percentages. Percentage fraction towers.</p> <p><u>Key vocabulary</u> Fraction, decimal, percentage, whole, denominator, numerator, part, proportion, quantities, simplify.</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 Thursday to complete and return to school by Wednesday.</p> <p>Spellings: Spellings are made up of eight words from the National Curriculum and /or our week's spelling rule lesson. There will also be individual spellings words taken from their writing books, the year 3 / 4 curriculum words or topic words. The spellings go home in your child's home learning book on a Thursday and are tested the following week 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> <p>Sun: If weather is warm please ensure sunhats and sun cream are in school</p>

English	Maths	RE	Art
<p><u>Outcome of learning:</u> Children will be immersed into exhilarating story of Varjak Paw and will use their understanding to put themselves into the position of characters in the book. They will use their writing skills to give advice to characters and will compose their own narrative dreams. They will explore newspapers and report on an unsolved mystery in the book, finishing the term using their description and speech skills to write an exciting sequel.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Select appropriate grammar and vocabulary, understanding how it can change and enhance meaning Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense throughout a piece of writing <p><u>Reading key skills:</u></p> <ul style="list-style-type: none"> Provide reasoned justifications for their views. Distinguish between statements of fact and opinion. Draw inferences about characters' feelings, thoughts, emotions and actions. Ask questions to improve their understanding, Identify how structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p><u>Outcome of learning:</u> Children will use their skills in fractions and decimals to explore percentages. They will investigate angles in geometry, plot coordinates on a grid and translate and reflect shapes.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Compare quantities as a percentage out of 100 Convert fractions to hundredths to find percentages Measure angles on a line/point Draw angles and use them to describe common shapes Solve word problems involving angles inside regular polygons Name and plot points on a grid Translate shapes and describe its movements Describe reflections in a mirror line <p><u>Cross-Curricula Learning:</u> Science- Statistics History – timelines/negative numbers</p>	<p><u>Outcome of learning:</u> Children will 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. <p>Cross-Curricula Learning: History- ancient deities</p> <p style="text-align: center;">PE</p> <p><u>Outcome of learning:</u> Children will be building their skills in athletic sports and will be preparing for this year's Sports day</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Select and perform appropriately in response to the sporting situation. Stay calm and control my emotions during and after competing. 	<p><u>Outcome of learning:</u> Children will design and create a piece of graffiti artwork inspired by the book Varjak Paw.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use the work of artists to inspire ideas. Use our skills and imagination to develop a piece of graffiti art. Explore different materials including pencil, chalk and paint.
	<p style="text-align: center;">Science</p> <p><u>Outcome of learning:</u> Children will design an investigation to explore why living things live in certain habitats and what events can change where they live.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Recognise that there are a wide range of living things around the world that can be classified in different ways. Describe different habitats and how animals are adapted to living there. 	<p style="text-align: center;">Music</p> <p><u>Outcome of learning:</u> To perform as part of a group in front of an audience</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Playing as part of a group Composition Reading standard and non-standard notation 	<p style="text-align: center;">MFL</p> <p><u>Outcome of learning:</u> Children will perform a weather forecast in French to the class. Children will be able to suggest what clothes would be suitable to wear in certain weathers.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand and describe a variety of weathers. Learn the French words for items of clothing and describe them using colours.
	<p style="text-align: center;">DT and Computing</p> <p><u>Outcome of learning:</u> Children will create digital stop frame animation of dream sequence from Varjak Paw.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Explore different animation methods. Develop attention to detail and accuracy of work. Patience of working well within a group for a common goal. 	<p style="text-align: center;">PSHE</p> <p><u>Outcome of learning:</u> Children will identify their own strengths and know that they are valued at school and discuss the importance of rules and keeping them</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand our rights and responsibilities for the learning environment Understand that we are valued and how to develop ourselves Understand how responsibility affects us and why rules are in place 	<p style="text-align: center;">Geography/History</p> <p><u>Outcome of learning:</u> Children will create a presentation explaining the key features of the Mesopotamia era. Create a model showing the geographical features of a volcano and the process of eruption.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Contrast a non-European society (Mesopotamia) with British history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms Ask and answer historically valid questions about change, cause, similarity and difference, and significance. Describe the key features of a volcano and understand why some erupt and some lie dormant. <p><u>Cross-Curricula Learning:</u> English: Write instructions ,an advert and an explanation text.</p>