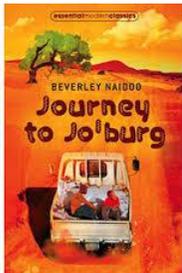


Curriculum Information Year 5 Term 5

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| <u>Inspiration/Theme:</u> Journey to Jo'burg by Beverly Naidoo. How have attitudes to equality changed over time? | | <u>Curriculum Driver:</u> Citizenship | | <u>Outcome of learning:</u> The children will develop their narrative writing skills through planning and writing a 'last chapter' to the story. | |
| Core texts/artefact/film | | Provocation -Inspire, Immerse | | Display Outcomes | |
| Journey to Jo'burg by Beverly Naidoo  | | <u>Hook</u> Immersion into 'Journey to Jo'burg' and its historical context <u>Trips/Visitors</u> Drum / dance performance <u>Fabulous Finish</u> Share learning with Year 4 | | <u>Nelson Mandela topic table</u> - Key information - Quotes - Legacy <u>End product</u> - Published writing displayed alongside the Journey taken to Jo'Burg. | |
| Topic Table | | Maths Challenge Table | | Book Corner | |
| <u>Key questions</u> How have attitudes to equality changed over time? What does equality mean to you? What freedoms do we have? How are the laws in' Journey to Jo'burg' similar/different to our UK laws today? <u>Key images/artefacts</u> Images of Nelson Mandela African artefacts Globe <u>Key vocabulary</u> Africa, apartheid, equality, freedom, immigration, segregation, discrimination | | <u>Key questions</u> How many tenths are there in 15.36? How many hundreds are there in 16.035? Estimate the percentage of Africa that was under the rule of the Benin empire. <u>Key images/artefacts</u> Decimals, map of Africa, percentages of population diversity <u>Key vocabulary</u> Decimal, estimate, percentage, shape | | <u>Key questions</u> What is the moral of the story? What do we learn about equality from the text? Who is Naledi? Do you think the book portrays a fair society? <u>Key images</u> Journey to Jo'burg, photos from the book, extracts from the text <u>Key vocabulary</u> Equality, adventure, discovery, frantically, shudder, beckon, confident, kilometre | |
| | | | | Home Learning | |
| | | | | There are many ways in which you can help your child at home... 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. <u>Spellings:</u> Spellings are made up of words from the National Curriculum, our spelling rule for the week and individual spelling words. The twelve spellings go home in your child's home learning book on a Thursday and are tested the following week in school. <u>P.E. Kit:</u> 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. <u>Coats/ hats/ sun-cream/ water bottles:</u> Although we are hoping for sun at this time of year, please ensure that children have waterproof coats with them if there is any possibility of rain. We have been talking to the children about the importance of keeping safe in the sun so please support us by providing them with sun hats and sun cream. It's always a good idea to have a water bottle in the classroom but it's even more important when the weather is warm. Thank you for your support with this. | |

| English | | Maths | | Science | | French | |
|---|--|---|--|---|--|---|--|
| <p>Outcome of learning: Children will write a sequel to the story, 'Journey to Jo'burg' and form an argument based on equality and diversity.</p> <p>Story Writing Key Skills:</p> <ul style="list-style-type: none"> Identify and explain what features make an effective narrative. Develop use of fronted adverbials. Convey feelings through actions. Use conjunctions and adverbials to link sentences between and within paragraphs. Structure a sequel for our audience. Use our planning effectively to write our sequel. Edit and proof read for the audience. <p>Enquiry Question Writing Key Skills:</p> <ul style="list-style-type: none"> Identify and explain the features of an argument. Practise using the language of argument. Use appropriate language to convey emotions. Structure our writing. Develop their drafting skills. Edit and proof read for the audience. <p>Reading Key Skills:</p> <ul style="list-style-type: none"> increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing distinguish between statements of fact and opinion draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | <p>Outcome of learning: Children will understand and solve a variety of problems including fractions, decimals and percentages.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand tenth, hundredths and thousandths. Use understanding of decimals to compare them. Add and subtract decimal using mental and written methods. Use knowledge of place value to round decimals. Understand what percent means. Calculate percentages. Measuring angles. Drawing lines and angles. Investigating angles in shapes. Describing movement of shapes. Converting units of length and mass. <p>Cross Curricular Maths</p> <ul style="list-style-type: none"> Converting between metres and kilometres linked to Journey to Jo'Burg Use statistics and percentages to explore inequality | | <p>Outcome of learning: Children will understand the changes humans undergo before they reach old age.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify the changes humans undergo during puberty. Compare the life cycle of a human with another animal. Evaluate the difference between the changes girls and boys go through. | | <p>Outcome of learning: Children will revise words for food and drink, including naming some healthy and unhealthy foods in French. They will also be able to talk about sports and other hobbies.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Answer questions about hobbies/sports Listen to video clips of authentic French and classroom instructions Read and write menus | |
| | | | | History | | Geography | |
| | | | | <p>Outcome of learning: Children will be able to use the language of description to explain what sources tell them about the Benin Kingdom. Children will also pose and answer their own historical enquiry.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify information needed to answer the enquiry question. Evaluate the usefulness and reliability of sources including artefacts. Test and justify our historical thinking and compare and contrast periods of history. | | <p>Outcome of learning: Children will be able to identify similarities and differences of two nations using a Venn diagram.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Compare the physical and human features of the UK and South Africa. Describe the human features of South Africa. | |
| Art | | Music | | RE | | | |
| <p>Outcome of learning: Children will create a unique piece of art work that as shows how an artist would portray God, using complementary colours and different textures of paint.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify primary colours Identify how to make secondary colours Explore complementary colours Using our imagination to create a final piece of art To evaluate final piece of art work | | <p>Outcome of learning: Children will be exploring a varied selection of music from across the African continent, from traditional djembe drumming and gumbboot dancing to an African rhythm.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Build rhythmic patterns. Develop our musical practice and keeping time. Composing our own rhythms. | | <p>Outcome of learning: Children will understand the different ways people express their ideas about God.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Discuss how art can be inspired by religion. Explore the aspects of religion that are represented in art. | | | |
| Design and Technology | | Computing | | PSHE | | PE | |
| <p>Outcome of learning: Children will design and make authentic South African cuisine on a budget.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand where our food comes from and the processes it goes through. Design and make a savoury dish using appropriate dishes. | | <p>Outcome of learning: Children will be safe online and will be prepared for their digital futures.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand the importance of strong passwords. Understand what spam is. Know how to write a bibliography. Understand how images can be altered and this can distort perception of beauty. | | <p>Outcome of learning: Children will learn about their body and how to keep it safe. (Sex and relationships)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Name parts of a body and know the difference between boys and girl's bodies. To know how to keep their bodies safe and develop an understanding of how their bodies change and the importance of privacy. | | <p>Outcome of learning: Children will understand the rules and skills involved in Dance.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To develop a wider range of actions, levels, speed, direction and quality of movement To perform longer movement sequences To develop fluency between actions To recognise the principles of simple composition and choreography | |