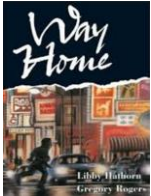


Curriculum Information – Skylarks and Eagles

Term: Autumn 2

Class/Year Group: Five

Inspiration/Theme: 'Way Home' Does money make you happy?		Curriculum Driver: English		Outcome of learning: <ul style="list-style-type: none"> Graffiti exhibition for parents to be invited to come in and buy their children's art work Children to send their prequels to the author 			
Core texts/artefact/film		Provocation - Inspire, Immerse		Display outcomes		Topic specific speaking frames	
'Way home' by Libby Hathorn Shane's room set up in the Classroom with: <ul style="list-style-type: none"> Cans of food Pillows on the floor A diary entry from Shane Graffiti examples Maps of New York 		Hook/Super Starter <ul style="list-style-type: none"> Immersion (Mantle of the Expert/Drama) A story is about to begin and the children will be an active part in the journey. Trips/Visitors/Marvellous Middle <ul style="list-style-type: none"> Children to write the prequel to Way Home and send to the author Celebration/Fabulous Finish <ul style="list-style-type: none"> Graffiti exhibition for parents 		<ul style="list-style-type: none"> Way home display – questions about Shane's life Art work – graffiti outcomes on topic tables Publishing prequels and sharing with another year group before displaying in classroom/sending copies to the author Examples of newspaper article and prequels on topic table 		Tight focus on the text and PSHE: <ul style="list-style-type: none"> I predict.....based upon By comparing the characters, I feel.... I believe he would feel...because.... If I was in his shoes.... On the one hand I believe....., on the other hand.... Key question: <ul style="list-style-type: none"> How does the author convey Shane's emotions? 	
Topic Table		Role play		Maths Challenge table		Home School Links	
Key questions <ul style="list-style-type: none"> How do you think Shane might be feeling? Does Shane have a family? Where has the cat come from? What is daily life like for Shane? Why does the author use different names for the cat? Key images/artefacts <ul style="list-style-type: none"> Graffiti pictures Key vocabulary <ul style="list-style-type: none"> Lonely Danger Escape Discovery Derelict 		Key questions <ul style="list-style-type: none"> Can you put yourself in Shane's shoes? Key images/artefacts <ul style="list-style-type: none"> Graffiti Objects from Shane's room Key vocabulary <ul style="list-style-type: none"> Escape Derelict Discovery Circumstances Solitude Unafraid Courageous Companionship 		Key questions <ul style="list-style-type: none"> Convince me this is wrong: $0.42 \times 10 = 0.420$ If you know $4 \times 2 = 8$, what other equations do you know? Key vocabulary <ul style="list-style-type: none"> Equation Multiplication Division Relate 		Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. You might want to find out some information about New York City. See if you can find any photographs of famous buildings.	

English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will publish a prequel to 'Way Home' Children will create Newspaper Reports <p>Key Skills:</p> <ul style="list-style-type: none"> Vary tenses within pieces of writing Identify and use expanded noun phrases Discuss and evaluate the author's use of language Use speech to advance the action Use paragraphs to structure writing Identify features of a newspaper report Understand the difference between fact and opinion Plan, proof-read and edit writing Publish writing for a purpose 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Solve problems involving multiplication and division <p>Key Skills:</p> <ul style="list-style-type: none"> Define common factors of numbers to 100 Identify and name prime numbers as numbers that have only 2 factors Determine prime numbers to 100 Determine and create squared and cubed numbers Multiply/Divide by 10, 100 and 1000 Explore different strategies for multiplication and division Multiply/divide 4 digit numbers Use column method as main strategy for multiplication Divide with a remainder 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will describe 3 states of matter (solid, liquid and gas) by comparing them at particle level Children will understand that some changes result in the creation of something new and that these changes cannot be reversed (or are difficult to reverse) <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise different states of matter Recognise changes that can be reversed Identify irreversible changes 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Apply skills to play Basketball and Netball <p>Key Skills:</p> <ul style="list-style-type: none"> Learn correct arm and leg movements Improve ability to change direction Defend effectively as a team Attack effectively as a team Evaluate own performance and that of others
Art	RE	Music	History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children to produce own graffiti art work to be bought in the art auction <p>Key Skills:</p> <ul style="list-style-type: none"> Use line and tone in life drawings Use the work of other artists to inspire our own artwork Combine new skills and imagination to create own original art work 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will take part in a 'values auction' Children will produce their own set of commandments <p>Key Skills:</p> <ul style="list-style-type: none"> Explain the values that are important to us and others Compare biblical and humanist commandments 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will perform songs at our Christmas Celebration Children will understand the main features of music from different eras <p>Key Skills:</p> <ul style="list-style-type: none"> Performing together as a group Listening to self and others Learning songs to perform 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will discuss historical landmarks in new York Children will use primary and secondary historical sources <p>Key Skills:</p> <ul style="list-style-type: none"> Distinguish between primary and secondary sources Order chronologically
Computing/DT	PSHE	Geography	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will produce sets of rules listing how to stay safe online <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise how to stay safe online 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn about how to budget money Children will understand the importance of Fair Trade <p>Key Skills:</p> <ul style="list-style-type: none"> Identify what money is exchanged for Identify choices about money Recognise the value of saving Explain how to budget Explain the value of salaries 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will plan their own journey home for Shane Children will look at and discuss New York and Trowbridge landmarks <p>Key Skills:</p> <ul style="list-style-type: none"> Use four figure grid references Recognise and use a range of map symbols Compare important places in two locations 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> The children will be continuing to learn basic phrases and questions in French surrounding 'All about me'. <p>Key Skills:</p> <ul style="list-style-type: none"> Talk confidently using new vocabulary Count in French Describe months of the year and seasons Listen and respond Begin to read and write familiar phrases