

## Curriculum Information

Term: Spring Term 2

Class/Year Group: 5 Crickets, Falcons and Hedgehogs

<b>Inspiration/Theme:</b> Winter Olympics	<b>Curriculum Driver:</b> STEM	<b>Outcome of learning:</b> Olympic Village Booklet, Olympic Trophy Sculpture	
<b>Core texts/artefact/film</b>	<b>Provocation -Inspire, Immerse</b>	<b>Display outcomes</b>	<b>Topic specific speaking frames</b>
 <p>Wolf Brother by Michelle Paver</p> <p>Clips and video footage from Winter Olympics 2018.</p>	<p><b>Hook</b>          Children will be shown video footage from the Winter Olympics.          Children will be introduced to the story of 'Eddie the Eagle'.</p> <p><b>Trips/Visitors/Marvellous Middle</b>          Children will work in role as sports reporters to commentate on an event from the Winter Olympics.</p> <p><b>Celebration/Fabulous Finish</b>          Children will run an Olympic Village Market Stall.</p>	<p>Children will complete an Olympic booklet for display at Olympic Village exhibition.</p> <p>Children will create an Olympic Trophy sculpture created to accompany their Olympic village booklet.</p>	<p><b>The language of comparison</b>  <i>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.....</i></p> <p><b>The language of deduction</b>          Given that.....then.....          I deduce/deduct.....          I have worked out.....          In conclusion/ I conclude.....          Based on.....</p>
<b>Topic Table</b>	<b>Book Corner</b>	<b>Maths Challenge table</b>	<b>Home Learning</b>
<p><b>Key questions</b>          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><b>Key images/artefacts</b>          Olympic parks, Olympic events, Olympians, Olympic values.</p> <p><b>Key vocabulary</b>          Friction, pulley, lever, winch, streamline, bobsleigh.</p> <p><b>Science Table</b>          Pulleys, levers, different everyday materials.</p>	<p><b>Key questions</b>          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><b>Key images/artefacts</b>          Survival kit, Bronze age artefacts, ice forests, wolves.</p> <p><b>Key vocabulary</b>          Wolf, prospect, bewildered, speculate, menace, ominous, livid, endure, acclaim, conjure, despondent.</p>	<p><b>Key questions</b>          Can you find the equivalent?</p> <p><b>Key images/artefacts</b>          Fraction, decimal, percentage walls.          Fraction towers.          Equivalent games (dominoes, snap)          Cuisinere and fraction rods.</p> <p><b>Key vocabulary</b>          Decimal, fraction, percentage, equivalent, tenths, hundredths, greater, smaller, convert, angles, acute, obtuse, reflex.</p>	<p><b>Weekly Home Learning:</b>          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.</p> <p><b>Spellings:</b>          Spellings are made up of five words from the National Curriculum, our week's spelling rule lesson and yellow spellings that are taken you're your child's own work. The ten spellings go home in your child's home learning book on a Friday and are tested the following week in school.</p> <p><b>P.E. Kit:</b>          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><b>Coats:</b>          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	Art
<p><b>Outcome of learning:</b> 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><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use cohesive devices to link sentences and across paragraphs.</li> <li>• Apply prepositional phrases to specify direction and position.</li> <li>• Identify the purpose and audience to select the appropriate form.</li> <li>• Understand how grammar and vocabulary choices can change and enhance the meaning.</li> <li>• Build suspense and tension through vocabulary and structure.</li> <li>• Use commas for clarity and effect.</li> <li>• Organise writing into paragraphs, considering how they can have an impact on the reader.</li> </ul> <p><b>Reading key skills:</b></p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's imagination.</li> <li>• Identify themes and conventions across books they have read.</li> <li>• Draw inferences about characters' feelings, thoughts, emotions and actions.</li> <li>• Ask questions to improve their understanding, identifying how language, structure and presentation contribute to meaning.</li> </ul>	<p><b>Outcome of learning:</b> Children will explore and understand decimals and percentages and geometry through angles.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learn to read and write decimal numbers.</li> <li>• Comparing decimal numbers to find which is greater and smaller.</li> <li>• Add and subtract decimals.</li> <li>• Convert decimals to fractions.</li> <li>• Round decimals to nearest whole number and decimal position.</li> <li>• Comparing quantities and exposing percentage as an amount out of 100.</li> <li>• Convert fractions to hundredths by expanding and simplifying fractions.</li> <li>• Angles on a line/point and using angles to describe common shapes.</li> </ul>	<p><b>Outcome of learning:</b> Children will understand the use of everyday materials, the importance of friction and explore different mechanisms, including levers and pulleys.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> <li>• Give reasons for particular uses of everyday materials. Identify the effects of friction.</li> </ul>	<p><b>Outcome of learning:</b> Children will design and create a sculpture of their Olympic trophy.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Visual elements: line, tone.</li> <li>• Art processes: drawing, sculpture.</li> <li>• Construct mood boards using the work of artists for ideas.</li> <li>• Explore different materials to express ideas.</li> <li>• Evaluate and improve.</li> </ul>
		<b>PE</b>	<b>MFL</b>
		<p><b>Outcome of learning:</b> Children will develop Tag Rugby skills.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for getting and putting equipment away safely.</li> <li>• Select and perform appropriately in response to the sporting situation.</li> </ul>	<p><b>Outcome of learning:</b> Children will revise food and drink and learn about sports and hobbies.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To revise words for food and drink, including naming some healthy and unhealthy food in French.</li> <li>• To be able to talk about sports and other hobbies.</li> </ul>
	<b>RE</b>	<b>Music</b>	<b>Geography/History</b>
	<p><b>Outcome of learning:</b> Children will learn to justify their opinions to Big Questions about religion and the world around us.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Respect other people's opinions.</li> <li>• Justify your own opinion.</li> <li>• Think objectively about situations.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>• Children will perform Samba rhythms together using original Samba instruments.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand the different instruments that are used in a Samba band and the role they play.</li> <li>• Keep a pattern on a Samba instrument that remains constant and rhythmical.</li> <li>• Perform successfully as a band responding to the musical 'signals'.</li> <li>• Compose simple 'Samba' repeated patterns.</li> </ul>	<p><b>Outcome of learning:</b> Children will answer historical enquiry around the Winter or Summer Olympics. Children will be able to explain geographical similarities and differences by creating a table.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use 6-figure grid references.</li> <li>• Use maps and atlases to locate countries.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Construct informed responses as a response to historical information.</li> <li>• Understand how knowledge of the past can be constructed from various sources.</li> </ul>

DT and Computing	PSHE	Year 6 Maths Curriculum (Hedgehogs only)
<p><b><u>Outcome of learning:</u></b> Children will create a winner's trophy for their own Winter Olympic Games. Children will create a 3D graphical computer game world based around the Winter Olympics using Kodu.</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Select from a wide range of tools, equipment, materials and components.</li> <li>• Shape and join hard materials.</li> <li>• Evaluate methods used.</li> <li>• Construct, debug and evaluate a computer program.</li> </ul>	<p><b><u>Outcome of learning:</u></b> Children will explore healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the foods needed for a balanced diet.</li> <li>• Stand up for what you think after listening to others and make your own choice.</li> <li>• Recognise how to have a healthy body and mind.</li> <li>• Classify alcohol as a drug.</li> </ul>	<p><b><u>Outcome of learning:</u></b> Children will be learning about Geometry, Position and Movement, and Graphs.</p> <p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• To investigate opposite angles; to use prior knowledge of angles to solve problems involving angles.</li> <li>• To determine and show the sum of the angles inside a triangle.</li> <li>• To investigate and determine angles in quadrilaterals.</li> <li>• To name the parts of a circle; to calculate diameter and radius using parts of a circle.</li> <li>• To draw triangles using measurements and angles as the starting point; to use a protractor to draw triangles using angles.</li> <li>• To describe the positions of objects on a coordinate grid; to use x and y axes to determine the position of objects on a grid.</li> <li>• To show information on graphs; to transfer information from a table to a pie chart.</li> </ul> <p><b><u>Cross curricular:</u></b></p> <ul style="list-style-type: none"> <li>• Collecting data on pollination and creating graphs to analyse data.</li> </ul>