



Term: Spring 2

Class: Caerhays & Crantock

	Week 1	Week 2	Week 3	Week 4	Week 5
English Yr5	Travel Writing Writing focus: irony, hyperbole, and exaggeration	Travel Writing Writing focus: expanded noun phrases and use of figurative language for description	Travel Writing Writing focus: speech Students will plan and write a piece of travel writing in the style of Bill Bryson	Literacy shed – goggle man Writing focus – atmosphere & tension through descriptive writing and direct speech.	Literacy shed – goggle man Writing focus – atmosphere & tension through descriptive writing and direct speech.
English Yr6	Sats grammar revision	Sats grammar revision	Sats week		
Guided Reading Yr5	Bill Bryson – Cornwall Retrieval of Key Information Inference of Humour Bill Bryson – Global	Bill Bryson – UK Summary Work Comparison of Counties	Michael Palin – Sahara Vocabulary Questions 'Once the travel bug bites there is no known antidote' – Michael Palin	Michael Palin – Sahara Vocabulary Questions	Lonely Planet Guide VIPERS
Guided Reading Yr6	Sats reading revision	Sats reading revision	Sats week	Poetry collection – The Rattle Bag	Poetry collection – The Rattle Bag
Maths Yr5	To recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction To solve problems which require knowing percentage and decimal equivalents of	To identify 3-D shapes, including cubes and other cuboids, from 2-D representations To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Compare angles, estimate and measure	To identify: angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90°	To use the properties of rectangles to deduce related facts and find missing lengths and angles To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	To estimate volume and capacity.

	1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25	angles in degrees (°) and draw angles of a given size.			
Maths Yr6	Sats maths revision	Sats maths revision	Sats week	Problem solving and maths challenges.	Problem solving and maths challenges.
Science Yr5	<p>LO: I can track the growth of a plant in different conditions over time.</p> <p>WS: I can observe changes over time, make predictions, and report on scientific findings.</p>	<p>LO: I can compare the life cycles of birds and mammals.</p> <p>WS: I can write a detailed scientific report on the life cycle of a bird and a mammal, drawing supporting images.</p> <p>David Attenborough - National</p>		<p>LO: I can explain why we know the Sun, Earth and Moon are spherical.</p> <p>WS: I can use scientific facts to support or refute arguments.</p>	<p>LO: I can name and describe features of the planets in our solar system.</p> <p>WS: I can create a model of the planets which are to scale.</p> <p>Galileo - Global</p>
Science Yr6				<p>L.O. To understand how fossils show us "how things have changed".</p> <p>WS: Identifying data that supports or refutes arguments</p> <p>Mary Anning - National</p>	<p>L.O. To find out how animals are specifically adapted to live and survive in their habitats</p> <p>WS: Researching – identifying and classifying.</p>
Computing Yr5	<p>I can storyboard and create an animation.</p> <p>Students will storyboard an animation before using iMotion and iMovie to develop a short video.</p> <p>Wallace and Gromit/Nick Park - Local</p>		<p>I can combine a variety of software to accomplish a given goal.</p> <p>Students will storyboard an animation before using iMotion and iMovie to develop a short video.</p> <p>Wallace and Gromit/Nick Park - Local</p>		
Computing Yr6	<p>I can use a random function in my code for purposeful effect.</p> <p>Students will use discovery coding to develop coding skills.</p> <p>Sinclair Spectrum - National</p>		<p>I can produce a multi-function, debugged program that uses variables, selection and repetition.</p> <p>Students will use discovery coding to develop coding skills.</p>		

History				What happened in Chernobyl?	
Geography	<p>Why are the energy prices soaring?</p> <p>I can use atlases, globes, and digital mapping to map the journey of natural resources.</p> <p>UK Energy prices – Local/National</p>	<p>What kind of energy is renewable, and what kind is non-renewable?</p> <p>I can compare the properties of different forms of energy and form an appropriate representation.</p>	<p>Why does the UK want to invest in nuclear energy and how is it kept safely?</p> <p>I can locate nuclear reactors on a map and state their co-ordinates against latitude and longitude.</p> <p>Boris Johnson and Windfarms – Local/National</p>	<p>I can develop an opinion on land use and the distribution of natural resources.</p> <p>Enrico Hermi - Global</p>	<p>What is Chernobyl like today?</p> <p>I can write a report on geographical changes experienced over time in a given place.</p> <p>David Attenborough Ben Fogle</p>
Art	<p>I can create an industrial landscape inspired by the work of Laurence Stephen Lowry.</p> <p>Exploration of artwork in relation to the artists life in Manchester. Imitation of style.</p> <p>Laurence Stephen Lowry - National</p>				
DT	<p>I can create a windmill using cogs and gears inspired by the work of Daniel Halladay.</p> <p>Scientific exploration of Daniel Halladay's architecture. Students will build cogs from cardboard to power a windmill.</p> <p>Daniel Halladay – Global</p>				
RE	<p>LO: Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Comprehension tasks in relation to Gensis 1.</p> <p>Pope Francis - Global</p>	<p>LO: Compare the interpretations of Genesis 1</p> <p>Class debate and discussion on the interpretations of Genesis.</p>	<p>LO: Make clear connections between Genesis 1 and Christian beliefs about God as creator.</p> <p>Recall of Christianity from Year 4. Evidence based links made.</p>	<p>LO: Explain why many Christians find that science and faith go together.</p> <p>Cosmological analysis of Genesis 1, looking at the ideas of famous atheists.</p>	<p>LO: Explain your own point of view on Genesis 1, giving both scientific and religious reasons.</p> <p>Writing of a balanced argument.</p> <p>Richard Dawkins & Ricky Gervais - National</p>

<p>PE 1</p>	<p>L.O. To position our arms, legs and heads correctly when sprinting.</p> <p>The focus of the learning is to bring together the suggested sequence of learning for running into a competition.</p> <p>Dina Asher-Smith - National</p>	<p>L.O. To throw accurately and with the correct timing</p> <p>The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition.</p>	<p>L.O. To use the correct technique and body shape to jump</p> <p>The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.</p> <p>Miltiadis Tentoglou - global</p>	<p>L.O. To apply our learning to a mini athletics competition</p> <p>The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>	<p>Sports Day</p>
<p>PE 2</p>	<p>L.O. To throw for accuracy and distance</p> <p>Focus on correct technique for throwing the mini howler.</p>	<p>L.O. To explore how we can use our bodies to jump as far as possible in one jump or set of movements.</p> <p>Focus on standing long jump and triple jump technique.</p>	<p>L.O. To explore how we can use our bodies to jump as high as possible</p> <p>Focus on high jump technique.</p>	<p>L.O. To develop our balance and stamina to jump repeatedly for a set time.</p> <p>Focus on speed bounce technique.</p>	<p>Sports day</p>
<p>PSHE</p>	<p>Identify ways in which everyone is unique;</p> <p>Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Give examples of choices they make for themselves and choices others make for them;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <p>Jamie Oliver - National</p>	<p>Define what is meant by the word 'community';</p> <p>Suggest ways in which different people support the school community;</p> <p>Identify qualities and attributes of people who support the school community.</p>	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Visit from a local nurse.</p>

<p>Music</p>	<p>LO: To discuss and understand why music can make us happy</p> <p>Learn to Sing the Song – Happy</p>	<p>LO: To keep time and rhythm with a piece of pop music.</p> <p>Playing Instruments – Happy</p>	<p>LO: To mirror the style of pop music.</p> <p>Improvise – Happy</p> <p>Selena Gomez 'Music just effects peoples feelings. It brings out emotions in you and makes you feel happy and sad.'</p>		<p>LO: To develop my own piece of music in the style of pop music.</p> <p>Composition – Happy</p>
<p>MfL (KS2)</p>	<p>To understand basic grammar appropriate to the language being studied (conjugation of the verb 'estar' and preposition 'al lado de'); how to apply these, for instance, to build sentences in the context of using prepositions to say where things are in the classroom. To write/say where something is using prepositions.</p> <p>Nelson Mandela "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."</p>	<p>To read carefully and show understanding of words, phrases and simple writing in the context of describing the position of objects. To show that you understand the meaning of a sentence by saying whether it is true or false.</p>	<p>To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of school subject preferences. To express preferences about school subjects.</p>	<p>To engage in conversations; ask and answer questions in the context of a maths/Spanish lesson. To ask and answer questions in Spanish.</p>	<p>To engage in conversations; ask and answer questions in the context of asking for permission about what can be done in the school. To ask and answer questions in Spanish about what I can do in school.</p>