

MTP – Spring 2

Maths

Chapter 6: Fractions

Recognise mixed numbers and improper fractions and convert one form to the other.

Identify, name, and write equivalent fractions of a given fractions, represented visually, including tenths and hundredths.

Compare and order fractions whose denominators are all multiples of the same number.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Chapter 7: Decimals

Read and write decimal numbers as fractions.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Read, write, order and compare numbers with up to three decimal places.

Solve problems involving numbers up to three decimal places.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Key Texts

English and Guided Reading – The Lost Words

Guided Reading – Pizza Face and Alan Slater Illustrator

English

The Lost Words by Robert Macfarlane and Jackie Morris - Poetry and discussion text (balanced argument)

Careers week - Alan Slater, illustrator

Grammar and Writing Focus: Use coordinating and subordinating conjunctions
Maintain standard English form Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using modal verbs to suggest degrees of possibility)

Spelling rules:

Year 5 and 6 words a - av

Year 5 and 6 words aw - cont

Year 5 and 6 words conv -en

Year 5 and 6 words eq-f

Year 5 and 6 words g- le

DT

Pupils will be taught

We will design and make a bird hide.

When designing and making, pupils will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate and analyse a range of existing products

PSHE

The Story Project:

Pizza Face

I can tell you the basic changes that happen during puberty.

I can tell you how my emotions will change during puberty.

I can explain that all people will experience puberty differently.

I can tell you how to get advice if I am unsure about anything relating to puberty.

I can tell you all the positive things about growing up.

Music

N/C Pupils should be taught:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music.

Progression in Skills:

Sing songs with increasing control of breathing, posture and sound projection.

Sing songs in tune and with an awareness of other parts.

Identify phrases through breathing in appropriate places.

Identify different speeds of pulse (tempo) by clapping and moving.

Improvise rhythm patterns.

Perform an independent part keeping to a steady beat.

Identify the metre of different songs through recognising the pattern of strong and weak beats.

Subdivide the pulse while keeping to a steady beat.

Sing with expression and rehearse with others

Sing a round in two parts and identify the melodic phrases and how they fit together

Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice

Oracy

NB/C Pupils should be taught to: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions.

Success criteria:

I can listen to complicated information, know the important parts and respond to it.

I can work out when a message has a different meaning.

I can ask a variety of follow up questions to find out more about the initial answer / information given.

I can ask a specific question so that the speaker clarifies what s/he meant.

I can share information with other people so that they can understand me clearly.

I can use topic vocabulary accurately in my spoken answers and written work.

Science

N/C Pupils should be taught to:

Animals Including Humans. To describe the changes as humans develop to old age.

We will look at:

What are the 6 different stages of human development, in order?

What are the main changes that occur during puberty?

What are the main changes that take place during old age?

We will know:

Human beings always grow more brain cells than they need. This enables mental development in old age to continue. Some animals go through metamorphosis where they change into a very different animal.

Geography

Develop an understanding of human and physical geography to describe and understand key aspects of the physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Topic: UK

Progression in Skills:

Map Skills

Children will select appropriate maps to plot key features and demonstrate their knowledge about the UK Children will use 8 points of a compass to plan a route with the local area.

Children will draw a sketch map using symbols and a key of a route taken in the local area.

Spanish

Topic: Talking about us/school subjects

Extended feelings, recap personal information, introduce a friend, subjects and opinions

N/C: listen attentively to spoken language and show understanding by joining in and responding, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, present ideas and information orally to a range of audiences, read carefully and show understanding of words, phrases and simple writing, appreciate stories, songs, poems and rhymes in the language, broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly, describe people, places, things and actions orally and in writing, understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Progression in skills:

Some colours like verde and azul never change.

The carnival of Tenerife in the Canary Islands is one of the biggest.

Can say nouns of items of clothes.

Can read nouns and adjectives in a sentence.

PE

N/C Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Topic: OAA.

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Pupils should be taught to:

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

RE

Topic: **Christianity** Easter

Give an example of someone with a strong sense of purpose for their life and give my opinions on this.

Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Start to express my opinion about Jesus' crucifixion being his destiny/purpose.

Computing

National Curriculum: Digital Literacy

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information