

Termly Planning Overview: 2020-21 Spring term 1 – Otter Class

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>School events</i>					<i>RE Focus Day</i>	<i>Safer Internet Day</i>
<i>Growth Mindset</i>	<i>What makes a great teacher?</i>					
ENGLISH	<i>Genre/Book Focus: Holes by Louis Sachar and different forms of poetry</i>					
Spelling	<p>No Nonsense spellings- Year 5 –apostrophe for contraction and possession, use of hyphen, using a dictionary, building new words from known morphemes, words ending in ibly/ably, homophones</p> <p>Recap Year 3 & 4 spelling list</p> <p>Learn Y5 & 6 spelling list</p>					
Composition (+handwriting)	<p>I can plan my writing by identifying the audience for, and purpose of the writing, using other similar writing as models for my own work.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.</p> <p>Proof-read for spelling errors linked to spelling statements for Year 5</p> <p>Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.</p> <p>Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</p>					
GRAMMAR	<p>Convert nouns or adjectives into verbs using suffixes</p> <p>Understand verb prefixes</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs</p>					
Reading	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p>					

	<p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>					
MATHS	Week 1 Focus: Multiplication and Division including knowing and recalling facts to 12x12	Week 2 Focus:: Multiplication and Division including knowing and recalling facts to 12x12	Week 3 Focus:: Multiplication and Division including knowing and recalling facts to 12x12	Week 4 Focus: Fractions	Week 5 Focus: Fractions	Week 6 Focus: Fractions
	<p>Measurement- Area, length and perimeter + problem solving Roman Numerals – Read to 100 then 1000 and recognise years written in Roman Numerals Ready Steady Maths</p>					
Computing	<p>Safer Internet Day Internet Safety Unit</p> <ul style="list-style-type: none"> • identify a spam email; • explain what to do with spam email; • understand why they should cite a source; • explain the rules for creating a strong password; • create a strong password using a set of rules; • know that not everything they see online is true; • explain how to stay safe online; • identify unsafe online behaviour. 					
Scientific Enquiry <i>The Big Question</i>	Investigating the properties of materials and their uses					
Science	<p>Properties and changes in materials Know the properties of materials and use scientific vocabulary to describe them Compare and contrast different materials Use investigative skills to plan and carry our fair tests Record and present the outcomes of investigations</p>					
Topic Focus: Ancient Greece						
History	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>					

	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical terms</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Understand that our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
Art & Design/ Technology	<p>South and Central American Art</p> <p>Know about the work of some artists</p> <p>Evaluate and comment on artists work and style</p> <p>Use creative skills to produce art work of my own using a variety of media</p>
Music:	Performance poetry
French:	Days of the week and Months of the year
PHSE – Jigsaw	Dreams and Goals
RE Focus Day	Are Sikh stories important today?
PE:	Jasmine PE at Home
	Joe Wicks or other online fitness programmes