

Termly Planning Overview: 2020-21 Spring term 2 – Otter Class

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (3 days)
<i>School events</i>		<i>World Book Day</i>		<i>Red Nose Day</i>	<i>RE Focus Day</i>	
<i>Growth Mindset</i>	<i>Famous Failures (switch lesson 4 & 5 for suitability to home learning)</i>					
ENGLISH	<i>Genre/Book Focus: Holes by Louis Sachar followed by The Firebird by Saviour Pirotta</i>					
Spelling	No Nonsense spellings- Year 5 – adding ably/ibly, homophones, Root words (morphemes) Recap Year 3 & 4 spelling list and Learn Y5 & 6 spelling list- personalised spelling Proof read own work, use dictionaries to check spelling					
Composition (+handwriting)	<p>Firebird Focus Poetry, Letter writing and comparisons. 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. Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2. Proof-read for spelling errors linked to spelling statements for Year 5 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. Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</p>					
GRAMMAR	Convert nouns or adjectives into verbs using suffixes (ate, ise, ify) Understand verb prefixes (dis, de, mis, over, re) Revise fronted use of fronted adverbials including correct use of comma Relative clauses beginning with who, which, where, when, whose etc Use of brackets, dashes or commas to indicate parenthesis Build cohesion within a paragraph Link ideas across paragraphs					

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. Recognise different forms of poetry in their reading. 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. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing. 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. Use inference skills and draw on known knowledge to support new learning.</p>					
MATHS	Week 1 Focus: Fractions Additional maths – Converting different units of measure to include problem solving and money.	Week 2 Focus: Fractions	Week 3 Focus: Fractions	Week 4 Focus: Fractions	Week 5 Focus: Fractions	Week 6 Focus: Fractions (3 days)
	Roman Numerals – Read to 100 then 1000 and recognise years written in Roman Numerals Ready Steady Maths Times Tables Rock Stars					
Computing	Using PowerPoint with hyperlinks					
Scientific Enquiry <i>The Big Question</i>	Investigating the properties of materials and their uses					
Science	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 out fair tests Record and present the outcomes of investigations Address gaps in Year 4 knowledge including (Describe changes as humans develop to old age) (identify common appliances that run on electricity)					
Topic Focus: Enough for Everyone						

Geography	<p>List the resources a settlement needs to thrive.</p> <p>Name some of the methods of power generation used in the UK.</p> <p>Find a place on a blank map by comparing it to an atlas.</p> <p>Name some of the renewable methods of power generation used in the UK.</p> <p>Explain why foods are imported and exported.</p> <p>Identify some benefits of importing food.</p> <p>Use digital maps to calculate the distance between two places.</p> <p>Identify ways to reduce water wastage.</p> <p>Identify ways to reduce energy usage.</p> <p>Explain how small changes can lead to a big impact.</p> <p>Name areas of the world most affected by food shortages.</p>
Art & Design/ Design Technology	<p>South and Central American Art (final lesson)</p> <p>Design Technology – Global Food – Know food comes from round the world, know about how to eat healthily, know about food hygiene and follow a basic recipe.</p>
Music:	<p>Ten Pieces by BBC Teach</p>
French:	<p>Sports/hobbies/numbers/fruit/food</p>
PHSE – Jigsaw	<p>Healthy Me</p>
RE Focus Day	<p>UC Concept: Salvation</p> <p>Key Question: What do Christians believe Jesus did to save Human Beings?</p> <p>Religion: Christianity</p>
PE:	<p>Jasmine PE at Home / School</p> <hr/> <p>Joe Wicks or other online fitness programmes</p>