Urchfont CE Primary School

Class - WOODPECKERS Term 3 Are all settlements the same?

English (Writing)	English (SPAG)	Maths	Science	Geography
Poetry Based on Fruit of the Jelabi Tree – 1969 Lucy Lepchani **Information Text** Linked to theme – Are all settlements the same?	*Year 5 in italics* **Grammar lessons to refresh:** Expanded Noun Phrases Fronted Adverbials *Relative clauses* Speech punctuation Apostrophes for contraction and possession Editing skills	**Multiplication and Division** • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects **Measurement** • convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence Year 5 (Mrs Talbot)	**Living things and their Habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	**Locational knowledge** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and physical geography** 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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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Art / D & T	Spanish	ICT	PSHE	RE	PE
Art **L.S. Lowry** Explore colour mixing Explore foreground, mid-ground and background Create a composite picture in the style of L.S. Lowry	**Eso, ¿qué es?** Saying the names of 6 pets Saying it is or isn't a certain pet Describing the pets with some colours Describing pets with more colours and joining descriptions with a conjunction Creating strange animals and describing them	**E-Safety** Health, well-being and Lifestyle. I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing **Tuesday 11ᵗʰ February – Safer Internet Day** Year 5 will receive E-Safety Talk from Local PCSO's	**Dreams and Goals** Hopes and Dreams Broken Dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	**Hinduism** How does the story of Rama and Sita inspire Hindus to follow their dharma?	Monday – P.H. Sports Year 5 – Dauntsey Outreach Friday - Dance ## Music **Poetry** • Looking at music notation with reference to metre and accent • Building an extended performance piece from a poem • Using canon and ostinati as accompaniments • Paying attention to notation, accent, diminuendo and balance • Using beatbox techniques to imitate the sound of a drum kit • Performing a rap with a vocal beatbox accompaniment Performing a poem with rhythmic accuracy (choral speaking) • Devising a rhythmic accompaniment based on repeated text fragments • Balancing voices in a performance

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