

TOPIC BOOKLET

Further Information:

www.bookstart.co.uk

This website provides information about the national Book-start scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

www.wordsforlife.org.uk/baby - This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

www.nationalliteracytrust.org.uk/familyreading/parents - The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

www.phonicsplay.co.uk - Has lots of information for parents and interactive games your child can play at home.

www.mrthorne.com - Mr Thorne does phonics has lots of videos to help you pronounce the phonemes correctly. Also links to Mr Thorne phonics apps.

www.topmarks.co.uk/parents/ten-tips-on-hearing-your-child-read - 10 top tips for reading with children.

www.hairyphonics.com - Explore the hairy island. Learn all the sounds through playing games.

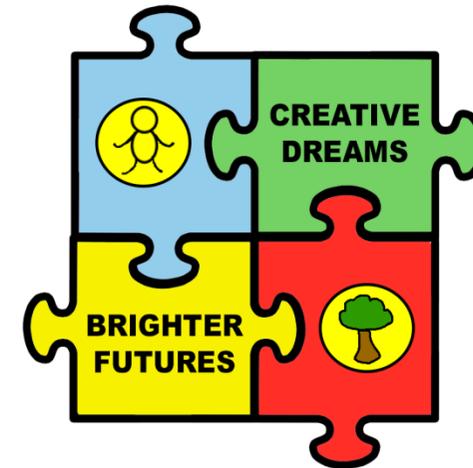
www.mad4maths.com - Times tables and games

<http://uk.ixl.com/> - All areas of maths. Helps children with any misconceptions as they go along.

<http://nrich.maths.org> - Problem solving activities

www.ictgames.com - All areas of maths through games.

www.albertpritchard-woodgreen.co.uk - Access to our learning platform Frog.



What is **Frog**?
online teaching and learning **made**
simple
for everyone



Year:5
2018-2019

Gladiator

Term: Autumn 1

History

I will:

- learn about the Roman Empire and its impact on Britain

Design & Technology

I will:

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- understand how key events and individuals in design and technology have helped shape the world

Geography

I will:

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Star Wars

Term: Autumn 2

Art

I will:

- improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay

Geography

I will:

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Computing

I will:

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Brave

Term: Spring 1

P.E.

I will:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

History

I will:

- learn about Britain's settlement by Anglo-Saxons and Scots
- understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Music

I will:

- play and perform in solo and ensemble contexts, using my voice and play musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- 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
- develop an understanding of the history of music.

I'm A Storyteller

Term: Spring 2

Literacy – Spoken Language

I will:

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Literacy - Reading

I will maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Art

I will:

- Create sketchbooks to record my observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Design Technology

I will:

- Design – generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
- Make – select from and use a wider range of materials and components, including construction materials, textiles and ingredients

Literacy - Composition

I will draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Evaluate and edit by:

- assessing the effectiveness of my own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Carnival

Term: Summer 1 & Summer 2

P.E.

I will:

- perform dances using a range of movement patterns
- compare my performances with previous ones and demonstrate improvement to achieve my personal best.

Art

I will:

- use sketch books to record my observations and use them to review and revisit ideas
- improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Design & Technology

I 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 accurately

Music

I will:

- play and perform in solo and ensemble contexts, using my voice and play 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

Geography

I will:

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- describe and understand key aspects of physical and human geography.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world