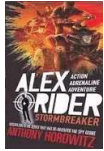


English

Reading:



This term, we will be reading: The **Stormbreaker** by Anthony Horowitz

Writing:

Our writing genre will be: Non Fiction- Recount.

Spelling:

- Spelling strategies (no home spellings)
- -able
- - ably
- -ible
- - ibly
- Add suffixes to root words ending in -fer
- Proof Reading / Statutory spelling list

Music

- I can sing in unison and to sing backing vocals.
- I can have a go at singing solo.
- I can listen to the group when singing.
- I can demonstrate a good singing posture.
- I can follow a leader when singing.
- I can experience rapping and solo singing.
- I can listen to others and be aware of how I fit into a group.

PE

Cricket & Handball

- Shots: I can demonstrate increased success and technique in a variety of shots.
- Footwork: I can demonstrate a variety of footwork patterns relevant to the game I am playing.
- Sending: I can show good technique when sending a ball with increasing control, accuracy and consistency under pressure.
- Catching: I can demonstrate increasing consistency of catching under pressure in a variety of game situations.
- Tracking: I can demonstrate a wider range of techniques when tracking a ball under pressure

MFL: French- Phonics & The Date

- I can pick out cognates and familiar words and learn to 'gist listen' even when hearing language that is unfamiliar.
- I can recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity.
- I can make increasingly accurate attempts to read unfamiliar words and phrases.

Mathematics

This term we will follow White Rose Scheme. Borton will be covering place value (Y5 numbers up to 1 million, Y6 up to 10 million), number and addition and subtraction.



Term 1: Borton



'Living life in all its fullness' John 10:10

Compassion, Joy, Respect, Perseverance

Science

- I know how to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- I know how to give reasons for classifying plants and animals based on specific characteristics.
- I can use scientific evidence to answer questions.
- I can make conclusions based on scientific evidence and from my own testing and findings.

History

Industrial Revolution

- What were the key features of Victorian society?
- How did living conditions change during the Industrial Revolution?
- How did working conditions change during the Industrial Revolution?
- What inventions revolutionised the lives of British people?
- How did the Industrial Revolution change our local area?
- What political changes took place during the Industrial Revolution?

PSHE

Families and Relationships

- I can identify ways to resolve conflict through negotiation and compromise.
- I know that a conflict is a disagreement or argument and can occur in friendships.
- I know and understand the concepts of negotiation and compromise.
- I know and understand what respect is.
- I know that everyone deserves respect but respect can be lost.
- I know and understand that stereotypes can lead to bullying and discrimination.

Computing

Coding

- I can identify the important aspects of a programming task.
- I can test and debug my program as I work on it and use logical methods to identify a cause of a bug.
- I can identify a specific line of code that is causing a problem in my program and attempt a fix.
- I can translate algorithms that include sequence, selection and repetition into code.
- I can use inputs and outputs within my coded programs such as sound, movement and buttons.

Art

Drawing- Frida Kahlo

- I know their styles, their techniques and the subjects of their work.
- I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
- I can discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form, and what they think they were trying to express.
- I can be expressive and analytical to adapt, extend and justify my work and the materials I have used.

RE

Creation and science: conflicting or complementary?

What is the importance of creation on the timeline of the 'big story' of the Bible?

- What do Christians say about Genesis 1 and its purpose?
- What are our ideas about Genesis 1 might mean, and how do they compare with ways in which different Christians interpret it?
- What are the connections between Genesis 1 and Christian belief about God as creator?
- How do some Christians find that science and faith go together?
- How have we developed our key ideas arising from our study of Genesis 1? How and Why are these ideas helpful or inspiring, or not?
- How far is Genesis 1 creation narrative, or complementary with a scientific account?