

OTEACHER Miss Morris	CLASS 5	TERM 2
<p>CONTEXT FOR LEARNING/DAZZLING START</p> <p>We will be having a 'sing off', half the class will be Vikings and half will be Anglo-Saxons, who will win?</p>	<p>THEME Battle for England</p>	<p>CLASS READERS Bone Breaker</p>
	<p>PROJECTS</p> <p>As SCIENTISTS we will be exploring forces at the end of the term we will be able to:</p> <ul style="list-style-type: none"> • Identify forces as pushes and pulls. • Explain gravity as a force that pulls objects down. • Identify Isaac Newton's discoveries. • Explain the effects of friction, including air and water resistance, on moving objects. • Identify different mechanisms. • Recognise that there are different variables in an investigation. • Predict what will happen in an investigation. • Make observations. <p>As DESIGNERS we will use research and develop design criteria to help us design our very own Anglo-Saxon weaves. We will then select the appropriate tools to make our designs. Finally we will evaluate our work against our own design criteria and consider the views of others to improve their work</p> <p>As HISTORIANS we will explore the struggle for power over Britain between the Anglo-Saxons and Vikings. We will use dance to help us understand some of the major events such as the battle of Lindisfarne that occurred during this struggle between the two sides. We will also use drama and English to help retell our understandings of what happened.</p> <p>As ARTISTS we will be exploring the meaning behind the poppy during our work on Remembrance Sunday.</p>	<p>VISIT/VISITOR/OUTDOOR LEARNING We will sing out battle song at the awards assembly for families and parents to hear.</p>
<p>CORE CONCEPTS</p> <p>WRITING In our writing this term the pupils will be exploring a defeating the monster tale, we will use the story 'The Cobbler and the Dragon' to help inspire us to write our own version of this tale. The pupils will continue to use adverbials to create cohesion within our writing. In addition, we will explore how to accurately using commas to avoid ambiguity and clarify meaning in our writing.</p> <p>The pupils will be exploring how to write a newspaper article for our non-fiction text. They will be writing about the invasion of Lindisfarne. During this work they will explore how to use brackets, dashes and commas for parenthesis. The pupils will continue to edit their work, looking to correct punctuation and spelling errors. They will evaluate their work with the help of their peers and use this to improve their writing.</p> <p>READING The pupils will continue to maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books. This term we will be looking at myths and legends and continuing to explore a range of poetry using the work of Julia Donaldson.</p> <p>MATHS</p>		<p>RELIGIOUS EDUCATION We will be discussing why religious books and teachings matter. To explore this we will be looking at a range of religions including Christianity.</p>
		<p>MUSIC Mrs Munro will be helping us get musical once a week, where we will be working on Handel's Messiah. We will also have plenty of opportunities to get musical in lessons and during assemblies.</p>
		<p>FRENCH We will be studying geography in French. Learning what the climate is like, what countries surround France and lots more.</p>
		<p>PHYSICAL EDUCATION This term we will be working as a team to build on our football skills. We will also be using movement to help us explore the battle of Lindisfarne in dance.</p>
		<p>PSHE and SCHOOL VALUE We will be developing our mindset in PSHE this term by exploring what it means to persevere.</p>
<p>PURPOSE FOR LEARNING/FANTASTIC FINALE At the end of our writing unit we will be publishing our writing online so our friends and family can enjoy reading our wonderful stories!</p>		

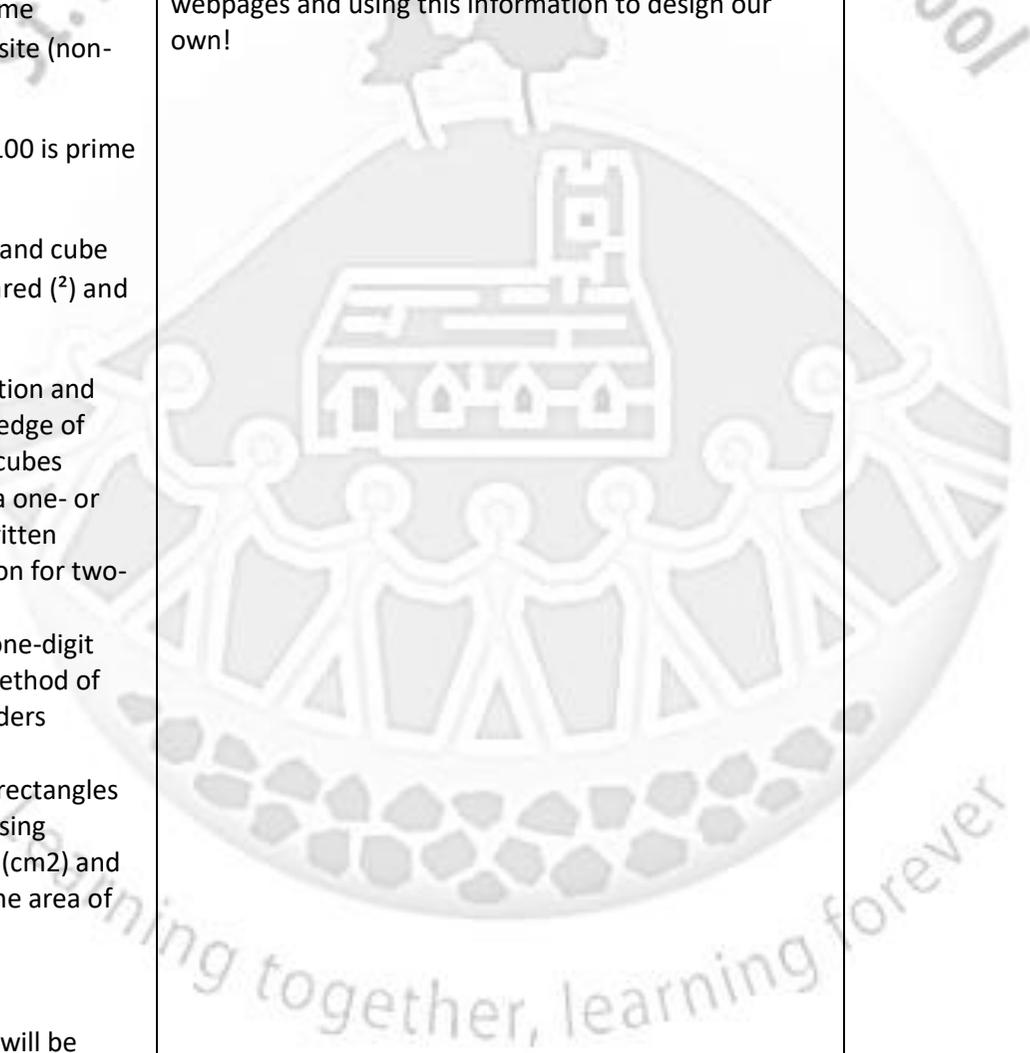
Pupils will be taught to:

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes

SPELLING

For our no nonsense spellings this term we will be learning about:

As DIGITAL USERS we will continue to explore technology in our lives. At the end of this term we will be able to identify different parts of a webpage and their use, use a search engine effectively to find information and assess how reliable the information is on different websites. We will also be evaluating other webpages and using this information to design our own!



- Plurals (adding 's', 'es' and 'ies')
- How to use a hyphen
- Using a dictionary
- Proofreading

MATHS

For our no nonsense maths this term we will be:

- Using counting in sevens and place value to count in larger steps; using understanding to multiply three single-digit numbers
- Linking counting to multiples of six, seven and eight
- Applying understanding of multiplying and understanding of place value to multiply and divide
- Applying understanding of multiplying and understanding of place value to multiply and divide
- Multiplicative properties of numbers
- Applying understanding of multiplying, understanding of place value and understanding of properties of numbers to multiply and divide

CURRICULUM DRIVERS – HOW WILL WE BUILD THIS CURRICULUM AROUND....?

CURIOSITY

We will be developing our curiosity about the history of England in geography this term. We will do this by exploring the struggle for rule in England between the Anglo-Saxons and the Vikings. In science we will explore the role of forces in our day to day lives and develop investigations to help answer our many questions.

ENTERPRISE

We will explore how we can change a few balls of string into something fit for a queen in our DT project. The children will have to have an open mind to decide how they will use their product: will it be part of an outfit, a bracelet, a head band, a quilt, or something else entirely?

CITIZENSHIP

We will be contributing to the local community by creating a whole school art display remembering the brave soldiers who fought in WW1.

ST MARY'S CE PRIMARY SCHOOL

CURRICULUM DRIVERS 2018

Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in humans and other animals.

1. When you are **curious** about something, your mind expects and anticipates new ideas related to it. When the ideas come they will soon be recognized. Without curiosity, the ideas may pass right in front of you and yet you miss them because your mind is not prepared to recognize them. Just think, how many great ideas may have lost due to lack of curiosity?
2. **It opens up new worlds and possibilities**
By being **curious** you will be able to see new worlds and possibilities which are normally not visible. They are hidden behind the surface of normal life, and it takes a curious mind to look beneath the surface and discover these new worlds and possibilities.
3. **It brings excitement into your life**
The life of **curious** people is far from boring. It's neither dull nor routine. There are always new things that attract their attention, there are always new 'toys' to play with. Instead of being bored, curious people

Citizenship is being aware of and understanding the wider world - and their place in it. Good citizens take an active role in their community, they communicate with clarity, reason and respect, working with others to make our planet more equal, fair and sustainable.

An **enterprising** person is one who comes across a pile of scrap metal and sees the making of a wonderful sculpture. An **enterprising** person is one who drives through an old decrepit part of town and sees a new housing development. An **enterprising** person is one who sees opportunity in all areas of life.

To be **enterprising** is to keep your eyes open and your mind active. It's to be skilled enough, confident enough, creative enough and disciplined enough to seize opportunities that present themselves...regardless of the economy.

A person with an **enterprising** attitude says, "Find out what you can before action is taken." Do your homework. Do the research. Be prepared. Be resourceful. Do all you can in preparation of what's to come.

Enterprising people always see the future in the present. **Enterprising** people always find a way to take advantage of a situation, not be burdened by it. And **enterprising** people aren't lazy. They don't wait for opportunities to come to them, they go after the opportunities. **Enterprise** means always finding a way to keep yourself actively working towards your ambition.

Enterprise is two things. The first is **creativity**. You need creativity to see what's out there and to shape it to your advantage. You need creativity to look at the world a little differently. You need creativity to take a different approach, to be different.

What goes hand-in-hand with the creativity of **enterprise** is the second requirement: the **courage** to be creative. You need courage to see things differently, courage to go against the crowd, courage to take a different approach, courage to stand alone if you have to, courage to choose activity over inactivity.

And lastly, being **enterprising** doesn't just relate to the ability to make money. Being **enterprising** also means feeling good enough about yourself, having enough self-worth to want to seek advantages and opportunities that will make a difference in your future. And by doing so you will increase your confidence, your courage, your creativity and your self-worth—your **enterprising** nature.

Jim Rohn

ST MARY'S CE PRIMARY SCHOOL CURRICULUM BALANCE

COMMUNICATION	UNDERSTANDING AND CELEBRATING DIVERSITY	APPRECIATION AND ACCESS TO THE ARTS	HEALTH	ASPIRATION	MATHEMATICAL FLUENCY
ENGLISH Speaking Listening Writing – for an audience and a purpose Clear Transcription Accurate spelling, G&P Reading - for purpose and pleasure	HISTORY	MUSIC	SCIENCE Observing hypothesising, investigating looking for evidence	LOCAL AREA – TIMSBURY, BATH AND BRISTOL	MATHS Understanding, using and applying the number system Calculating and reasoning Fluent recall of number facts
	GEOGRAPHY	ART	SPORT and EXERCISE	UK AND GLOBAL AWARENESS	
	CULTURAL VISITS/EXHIBITS	DANCE	PLAY and OUTDOOR LEARNING	TECHNOLOGY	COMPUTING
DRAMA	THRIVE/FOOD	LIVE PERFORMANCE	FOOD/THRIVE		
LANGUAGE AND CULTURE		RESIDENTIAL VISITS AND CURRICULUM TRIPS	EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY EVENTS	FUTURES/CAREERS	
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT LIVING CHRISTIAN VALUES			MAKING CHOICES SRE	RELIGIOUS EDUCATION	