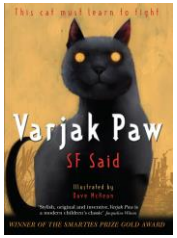
MISSION GROVE PRIMARY SCHOOL	YEAR 5 Autumn Term 2	Biomes and Vegetation Belts

TRIPS & VISITS – Chicken Shed Theatre, Into Film

Class Text – Varjak Paw by S F Said



Genres for writing – discursive, narrative, recount

Writing
• Plan and structure writing effectively for different purposes and audiences, drawing on reading (e.g., Varjak Paw) as a model for ideas, vocabulary, and structure. • Describe settings, characters, and atmosphere using expanded noun phrases, dialogue, and cohesive devices to develop and link ideas across paragraphs. • Use grammar for effect, including relative clauses, modal verbs, adverbs of possibility, and a range of punctuation (brackets, dashes, commas for parenthesis). • Adapt tone, form, and register appropriately — e.g., personal viewpoint for recounts, balanced formal tone for discursive texts, creative voice for narratives. • Evaluate and edit writing by improving vocabulary, grammar, and punctuation choices; ensuring tense consistency; and proofreading for accuracy.

Reading
Maintain positive attitudes to reading and understanding of what is read by: · continuing to read and discuss an increasingly wide range of fiction · reading books that are structured in different ways · increasing their familiarity with a wide range of books · identifying and discussing themes and conventions. Understand what they read by: · checking that the book makes sense to them, discussing their understanding and exploring then drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence · predicting what might happen from details stated and implied · identifying how language, structure and presentation contribute to meaning · discuss and evaluate how authors use language, including figurative language, considering the impact on the reader · participate in discussions about books building on their own and others' ideas

<u>Unit 4: Multiplication and division</u>

This unit will develop children's multiplicative reasoning. Children will begin by developing their understanding of multiples, common multiples, factors and common factors, recognising what they are and how they are found. These concepts will be closely linked to familiar and new concrete and pictorial representations to secure their understanding. Following this, children will learn about prime numbers and how they are different to composite numbers. Children will then investigate square and cube numbers, linked to their concrete understanding of the shape namesakes.

<u>Unit 5: Fractions (1)</u>

Children will begin this unit by developing their understanding of how to find equivalent fractions by simplifying and expanding, and exploring how equivalent fractions represent the same fraction differently. Children will learn how to create a family of equivalent fractions by multiplying. These skills are vital for further work later on, when children are required to find equivalent fractions in order to add and subtract fractions with different denominators. Children will learn to convert between mixed numbers and improper fractions, and how to use these in real-life contexts, using pictorial representations to demonstrate their understanding. Finally, children will use their knowledge of equivalent fractions in order to compare or order fractions.

<u>Unit 6: Fractions (2)</u>

This unit introduces children to adding and subtracting related fractions by finding a common denominator. The particular focus is on examples where one number is a multiple of another. This is the first-time children will have met such a concept and visual representations of fractions should help children grasp this fundamental topic. Children will extend their knowledge to adding and subtracting simple mixed numbers as well as proper and improper fractions. It is important that children develop their confidence and flexibility with fractions so that they are confident exploring the most efficient methods in problem solving with fractions. These skills will be key for Year 6 and beyond as children add together or subtract any two or more fractions.

Computing

Pupils will plan, capture, and edit video to produce a short film with a clear purpose. They will learn how to select appropriate filming techniques, use storyboarding to plan sequences, and consider camera angles, lighting, and sound. Pupils will edit video clips using digital software to add text, transitions, and sound effects. They will understand how digital media can influence audience perception and learn to evaluate their work critically.

Art

Artist: Dave McKean
Skills: Drawing (line, tone, colour), sketching, mark making

French – Moi

- Listen and show understanding of more complex sentences which might contain unfamiliar words
- Ask and answer more complex familiar questions with a scaffold of responses; including an opinion.
- Use familiar vocabulary to say more complex sentences (positive and negative) using a language scaffold.
- Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.
- Read and show understanding of a series of complex sentences using familiar language.
- Write and say a familiar complex sentence using a model and from memory.
- Start to use range of conjunctions
- show some understanding of how to conjugates regular -er verbs
- Apply all the grammatical knowledge acquired to build complex sentences.

Physical Development – Fitness and Badminton

Pupils will develop stamina, strength, and coordination through a range of fitness challenges and circuit-style activities.
They will learn how to measure and improve personal performance over time, setting goals for fitness and endurance.
In badminton, pupils will develop racket control, learning forehand and backhand shots, serves, and simple rally sequences.
They will apply skills in game situations, focusing on accuracy, movement, and tactical awareness.

Religious Education

Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs Give reasons why a Christian believes in God and one why an atheist does not. Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Present different views on why people believe in God or not, including their own ideas. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.

PSHE – Celebrating difference

Pupils will explore how differences make us unique and valuable members of society.
They will learn about stereotypes, discrimination, and bullying, developing strategies for inclusion and empathy.
Through discussion and role play, pupils will understand how to challenge prejudice and celebrate diversity within their school and wider community.
The unit promotes respect for others, linking to the school motto "Respect Yourself, Respect Others" and UNICEF Rights Respecting Articles (Article 2 – Non-discrimination, Article 12 – Respect for the views of the child).

Humanities

Geography: Biomes and Vegetation Belts

1. Teach children about the different biomes found in the world, focus on the following as the main biomes: Tropical Rainforest, Desert, Savannah, Temperate Rainforests, Freshwater Aquatic, Marine Aquatic, Tundra, Taiga.
2. Children locate places and say what biome would be found there and what the climate and vegetation is like: Tropical rainforests, deserts, savannah, temperate rainforests, freshwater aquatic, marine aquatic, tundra, taiga.
3. Children look at the physical similarities and differences between the different biomes. Ensure you are covering vegetation, wildlife and climate. Find other locations where these biomes exist. Children should notice there is a link between the climate and similar biomes.
4. Children will look at how different animals/ plants have adapted to survive in different biomes.
5. Children look at the human similarities and differences between the different biomes. Look at the population in some of the biomes, what people would use the land for, how human activity has changed the geography of the places.
6. Children will look at how climate is affecting different biomes.