



Oak Class

Term 5



The information below gives an outline of what the children will be learning this term. Physical Education will be held on a Wednesday and Thursday throughout term 5, so children will need to be wearing appropriate kit, including shoes, on these days. Bike Skills will be taking place on the week beginning Monday 15th May and will continue into the following week. The children will also be taking a trip to the Gurdwara on Monday 22nd May.

Maths

Perimeter and Area

- Area of a right-angled triangle.
- Area of any triangle.
- Area of a parallelogram.
- Volume of a cuboid.

Statistics

- Line graphs.
- Read and interpret pie charts.
- Pie charts with percentages.
- The mean.

Shape

- Calculate angles.
- Angles in a triangle.
- Angles in quadrilaterals.
- Angles in polygons.
- Circles.
- Nets of 3-D shapes.

English

Spelling

- Adding suffixes beginning with vowel letters to words ending in -fer.
- Words with the /i:/ sound spelt ei after c.
- Words containing the letter-string ough.
- Science, History and Geography vocabulary.
- Revision of words taught previously.

Writing

draft and write by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Building cohesion within a paragraph.
- Linking ideas across paragraphs using adverbials of time or number.

evaluate and edit by:

- Assessing the effectiveness of their 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.

Reading

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 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.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Learning a wider range of poetry by heart.

understand both the books that they can already read accurately and fluently and those that they listen to by:

- Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Predicting what might happen from details stated and implied.

Computing – Text Adventures

I will be improving my knowledge by learning:

- Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.
- Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other.

History – Historical Timelines

I will be improving my knowledge by learning:

- Create timelines from memory, using dates, details and eras showing knowledge of how to check for accuracy.
- Describe the positive or negative impact of a period of history on contemporary society.
- Explore different points of views in history and explain and understand why these help us understand and interpret history.
- Investigate and respond to a complex research question independently, using different evidence to support responses.
- Understand the methods of historical enquiry including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts including written narratives and analyses.

Geography - Geographical Skills & Fieldwork

I will be improving my knowledge by learning:

- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science - Animals including Humans

As a Scientist, I will be improving my scientific knowledge by:

- Identifying and naming the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describing the ways in which nutrients and water are transported within animals, including humans.

As a Scientist, I will be improving my scientific skills by:

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Art - Depicting Movement through Drawing

I will be improving my knowledge by learning:

- To collect information sketches and resources, and present ideas imaginatively in a sketch book.
- To spot the potential in unexpected results as work progresses.
- To comment on art works with a fluent grasp of visual language.

I will be developing the skills of:

- Using a choice of techniques to depict movement, perspective, shadows and reflection.
- Using lines to represent movement.
- Create original pieces that show a range of influences and style.
- Developing and imaginatively extending ideas from starting points throughout the curriculum.

Music - Theme & Variations

I will be improving my knowledge by learning:

- To read and create notes on the musical stave.
- The purpose of the treble and bass clefs and use them in transcribing compositions.

I will be developing the skills of:

- Create music which reflects given intentions and uses notation as support for performance.
- Sustain a drone or a melodic ostinato to accompany singing.
- Use a variety of musical devices including melody, rhythms and chords in different tuned and un-tuned instruments.
- Combine a variety of musical devices, including melody, rhythm and chords - thoughtfully select elements for a piece in order to gain a defined effect.

PSHE - Living in the Wider World

During this topic, I will learn:

- What prejudice means.
- To differentiate between prejudice and discrimination.
- How to recognise acts of discrimination.
- Strategies to safely respond to and challenge discrimination.
- How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.
- How stereotypes are perpetuated and how to challenge this.
- About the benefits of safe internet use e.g. learning, connecting and communicating.
- How and why images online might be manipulated, altered, or faked.
- How to recognise when images might have been altered.
- Why people choose to communicate through social media and some of the risks and challenges of doing so.
- That social media sites have age restrictions and regulations for use.
- The reasons why some media and online content is not appropriate for children.
- How online content can be designed to manipulate people's emotions and encourage them to read or share things.
- About sharing things online, including rules and laws relating to this.
- How to recognise what is appropriate to share online.
- How to report inappropriate online content or contact.

This term our value is **Caring**.

PE

PE lessons this term will be every Wednesday and Thursday.

French - Quel temps fait-il?

I will be improving my knowledge by learning:

- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- To understand and use transactional language e.g. in a café.
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- To read and understand the main points and some detail from a short written passage.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To listen attentively to spoken language and show understanding by joining in and responding.
- To engage in conversations, ask and answer questions: express opinions and respond to those of others.
- To speak in sentences using familiar vocabulary, phrases and basic language structures.
- To understand the grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language: how to apply these for instance -to build sentences: and how these are similar or differ to English.