

The Docklands

LITERACY:

Children will:

The children will be identifying the features of a newspaper report.

They will use features such as reported speech to write a newspaper report based on the 'The Copper Treasure.'

Learn new vocabulary linked to Victorian times and the London Docklands.

Use new vocabulary in sentences.

Focus on grammatical constructions/sentence structures to up-level writing.

Write a historical narrative based on The Copper Treasure.

Develop the use of dialogue by using punctuation correctly.

MATHS

Children will:

Be able to multiply and divide using written methods.

Understand that fractions are equal parts of a whole.

Be able to convert improper fractions to mixed number fractions.

Add and subtract mixed number fractions.

Multiply fractions by a whole number.

Identify links between fractions, decimals and percentages.

Develop understanding of perimeter and area

ART:

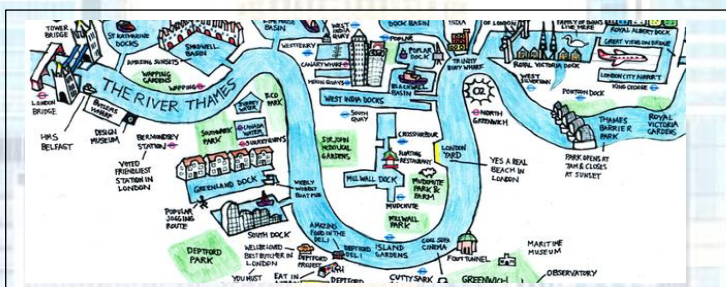
We will be looking at the art work of India Flint this half term and her focus on nature, especially flowers.

We will be using our sketching and blending skills to draw flowers.

Year 5 will be using a range of tools such as; hammers and clay to create flower prints and sculptors.

Year 5 will develop their skills of drawing portraits and learn how to create skin tones using primary colours

They will then create their own portrait.



GEOGRAPHY:

Children will:

Understand the main physical and human features of London and the Dockland areas.

Locate places studied in relation to longitude/latitude.

Make plans and maps using symbols and keys.

Use Digi-map software to enhance their understanding of maps.

So that they:

Know about changes that have happened and sequence key events.

Learn how the area has been redeveloped.

Identify benefits of regeneration

HISTORY:

Children will:

Find out about aspects of the past from a range of sources.

Learn about the history of the docklands through people, photographs and maps.

Look at the history of the buildings and architecture of the London Docklands.

So that they:

Understand how the use of the Docklands has changed over time.

Make links between main events, situations and changes within and across periods.

Parents can help by:

Taking children to the Docklands area/Docklands museum, asking children about their own books they are reading for pleasure, encouraging children to complete their Maths Whizz

SCIENCE:

Forces

Children will:

Research key scientists and theories (Galileo and Sir Isaac Newton)

Carry out experiments and investigate the effect of air resistance, water resistance and friction that act between moving surfaces.

Develop their understanding of fair tests through enquiry

So that they:

Understand the effect of gravity

Understand how levers, pulleys and gears work.

The Docklands

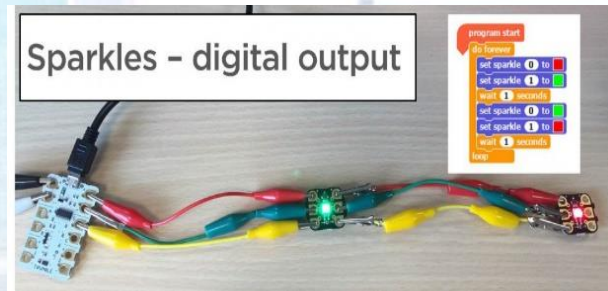
Computing

Children will:

Use physical computing to explore the programming in different ways.

They will be introduced to a microcontroller and the crumble software to code and programme devices.

They will write algorithms and programme digital devices (including outputs such as LED lights and motors)



RE

Children will:

Explore how religious and non-religious world views encourage people to care for the Earth. We will explore ideas such as stewardship, khalifa, Bhumi and Tu B'Shevat.

They will make connections between beliefs about Earth and activist behaviour in different religions.

PSHE

Children will:

Will discuss their own dreams and goals and how they can be achieved.

They also explored the difference between short term and long term goals

They will have an opportunity to reflect on the different opportunities and life choices of young people from different cultures and countries

PE (dance)

Children will:

Understand basic movements of street Jazz

They will link complex or extended sequences to combine action, balance and shape

They will have an opportunity to perform their routine to ensure movements are accurate, clear and consistent.