

<p style="text-align: center;"><b>History</b></p> <p>As Historians, children will investigate the kings and queens of Britain over time. They will identify the changes in Britain during William the Conqueror's reign with a focus on the feudal system and its impact on different areas of society. This will be followed by exploring the major changes that occurred during Henry VIII's reign and his relationship with the Roman Catholic Church. The module will end with an investigation into how the monarchy has changed over time, investigating our monarch's role in The Commonwealth.</p> <p>Throughout all of the sessions, children will be encouraged to question the reliability of the sources they are being presented with as well as investigating their own lines of enquiry by posing questions.</p>	<p style="text-align: center;"><b>Maths</b></p> <p>As mathematicians, children will explore angles: measuring angles, the investigation of angles on a line or point and drawing angles before moving onto using angles as a descriptor for common shapes. Children will solve problems involving angles and investigate angles inside regular polygons.</p> <p>In our second maths unit, children will be exploring position and movement. They will name and plot points on a grid before moving onto the translation and reflection of shapes across a mirror line.</p> <p>In our final unit, children will explore the measurement of mass, temperature, time and length. Children will convert between the different units in these measures.</p>	<p style="text-align: center;"><b>Science</b></p> <p>As scientists, children will continue their exploration of life-cycles and reproduction in both animals and plants. The unit will start by looking at gestation periods of animals. This will move onto the progressive stages of humans from infancy to old age.</p> <p>The next area that Year 5 will be investigating is plants. Children will be describing and comparing the life-cycles of different plants looking at asexual reproduction and the role of flowers in pollination and fertilisation.</p> <p>Throughout the unit children will be given opportunities to think scientifically by asking questions, and where possible, investigating the answers.</p>
<p style="text-align: center;"><b>PE</b></p> <p>As athletes, Year 5 will be playing cricket and taking part in athletics activities. Children will continue to improve their batting and bowling skills, applying these skills when playing in team games. They will learn tactical strategies when fielding and batting, and at the end of games, evaluate their own performances and consider how to strategize to improve the performance of the team. The value of teamwork and sportsmanship will always be encouraged in the ways they act on the field of play as young sports people.</p> <p>In athletics, children will continue to develop their jumping, running and throwing by practicing and refining their standing long jump, sprinting and javelin throwing skills, choosing the appropriate technique for each event. Again, they will</p>	<p><b>Learning in Year 5</b></p> <p><b>Term 6</b></p>	<p style="text-align: center;"><b>DT</b></p> <p>As designers, children will develop skills to tell stories through the medium of tapestry. The unit will start with children experimenting with different textiles to create different effects. They will then design and create a piece of tapestry art that tells a story using the Bayeux Tapestry as an inspiration. Through this unit, children will develop sewing skills as well as the skills required to tell powerful stories through a range of textiles.</p>

<p>evaluate their performance - which is particularly important - as this will allow them to set running targets and try to improve their own performances.</p> <p>Above all, children will need to understand the basic principles of warming up and cooling down and to understand why exercise is good for fitness, health and wellbeing.</p>		
<p><b>Computing</b></p> <p>As technicians, children will program increasingly complex functions through the use of a 'Crumble' processor. By the end of the term they will have programmed a complex sequenced programme that will control a merry go-round!</p> <p>Our Online Safety unit of work this term is based around self- image and identity online as well as Rules of Responsible ICT use and iPad and Google Rules.</p>	<p><b>English</b></p> <p>As Readers and Writers, Year 5 will immerse themselves into the world created by Michael Morpurgo; we will read his collection of short stories called <i>From Here About Hill</i>. This fantastic anthology of short stories will form the basis for guided reading sessions where children will practise answering questions relating to skills of inference, vocabulary, prediction, summarising and retrieving. Children will continue to develop their reading fluency by regularly reading out loud and receiving feedback from their peers and teachers.</p> <p>In writing sessions, children will start with a suspense narrative. This will give the children an opportunity to demonstrate their descriptive flair and ability to impact the reader through vocabulary choices.</p> <p>The final writing unit will be a balanced argument based around our history topic of monarchy. In this unit children will hone their debating and persuasive skills to communicate their viewpoint effectively.</p>	<p><b>RE / PSHCE</b></p> <p>In RE, children will explore the importance of Muhammad and the key events that changed his life. Children will learn why the Quran is important to Muslims and how people follow Muhammad's teachings.</p> <p>In PSHCE, children will learn about the changes their bodies will go through during puberty and how babies are conceived. The final part of the unit is based around the things that the children will experience as they become teenagers as they move onto secondary school.</p>