



Scheme of work

Grade 5

Term 2



English

Unit 1

This four-week unit focuses on the genres of myth and legend and in so doing opens the door to some of the best-loved tales from time immemorial – tales from the world of gods and goddesses, impossible heroes and death-defying quests. Pupils challenge the stereotype of what it means to be a hero, learn about how writers portray their views on characters and develop their storytelling skills.

Aims and objectives:

By the end of this unit, pupils will be able to:

- compare the structure of different stories, focusing on features of myths and legends
- read a myth and a legend and be able to talk about their features
- understand how writers express a viewpoint
- compare dialogue in text, cartoons and film scripts
- write a short film script with production notes
- plan and write their own myth or legend – a retelling or their own idea – incorporating a range of storytelling techniques

Skills development:

During the course of this unit, pupils will:

- develop understanding of narrative technique
- improve knowledge of direct and reported speech
- develop word attack skills for unfamiliar words
- use figurative language to enhance description
- be introduced formally to subject–verb agreement
- learn or revise spelling rules for plural words

Unit 2

This is a four-week unit focusing on instructions and explanations. Pupils gather information about salt and compare different texts, identifying personal and impersonal styles of writing, focusing on third person pronouns. They read and follow step-by-step instructions on how to grow salt crystals and draw simple diagrams to show the correct order. They also practise writing instructions using simple sentences and command verbs.

Having focused on the features of instructions, pupils read explanations comparing the features of explanations to those of instructions. They revise topic sentences and identify main points to make simple notes. They practise using complex sentences before writing their own explanation text.

Aims and objectives:

By the end of this unit, pupils will be able to:

- read and compare different texts
- understand the different features of these texts
- write instructions effectively
- follow instructions orally
- comprehend an explanation text
- use correct language skills to write an explanation

Skills development:

During the course of this unit, pupils will:

- read different types of text for meaning and information
- identify the features of instructions and explanations
- identify and use an impersonal style of writing
- use diagrams to aid instructions and explanations
- work in groups and share ideas
- write effective instructions and explanations

Unit 3

This two-week unit spotlights narrative poetry and chooses three very different types of narrative poem for the pupils to enjoy. Through the stories, pupils can analyse the poetic techniques and structures used in narrative poetry, particularly poems to perform as opposed to read silently. They will enjoy listening to, reading, understanding and performing poems. They will also write their own poem following a model.

Aims and objectives:

By the end of this unit, pupils will be able to:

- read four different narrative poems
- encounter a range of styles, forms and authors
- perform a group reading with production notes
- write their own poem according to a model

Skills development:

During the course of this unit, pupils will:

- practise their technique for reading a poem at different levels
- appreciate a wide range of poetic devices
- work with rhyme, including internal rhyme, half rhyme and end rhyme patterns
- identify and use figurative language, especially simile and personification
- use thesauruses and dictionaries to understand shades of meaning
- develop their ability to articulate personal response

Assessment:

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in English.

During the term, pupils will complete independent pieces of writing, which we will use to assess a range of writing skills more generally. This provides us with feedback on how well your child is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your child.

At the end of the year, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in English.

Suggestions for support at home

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Please note the importance of 'Mother Tongue' – children's home and first language. It is crucial that children with English and Additional Language continue to build their ability in their first language in order to support their learning of English and additional languages.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



Maths

Unit 1

Our first unit of the term is Fractions, Decimals & Percentages. This unit will be taught over approximately eight weeks. The topics we will cover are:

- Mental strategies: Pupils have an opportunity to revise and consolidate objectives covered earlier in the year. They are encouraged to use appropriate methods for all calculations and use their repertoire of known facts and skills when solving problems.
- Decimals: Pupils will work on ordering and rounding decimals with 1 or 2 decimal places and adding decimals to 1 or 10
- Fractions, decimals and percentages: Pupils are introduced to percentages and learn that 'per cent' means the number of parts in a hundred. They find simple percentages of quantities and begin to recognise equivalences between fractions, decimals and percentages. They continue to work with fractions, placing mixed numbers on a number line and changing them into improper fractions.
- Calculation: Pupils add and subtract numbers with up to 4 digits including those with the same number of decimal places using efficient, compact methods of recording. They understand the relationship between division and fractions and deal with remainders according to the context of the question. Pupils recognise links between mathematical operations and understand that brackets may be necessary to define the order of operations.

Learning objectives:

Numbers and the number system

- Recognise equivalence between: $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$, $\frac{1}{3}$ and $\frac{1}{6}$; $\frac{1}{5}$ and $\frac{1}{10}$
- Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions, e.g. 0.6 is more than 50% and less than $\frac{7}{10}$.
- Change an improper fraction to a mixed number, e.g. $\frac{7}{4}$ to $1\frac{3}{4}$
- Order mixed numbers and place between whole numbers on a number line.
- Relate finding fractions to division and use to find simple fractions of quantities.
- Understand percentage as the number of parts in every 100 and find simple percentages of quantities.
- Express halves, tenths and hundredths as percentages
- Use fractions to describe and estimate a simple proportion, e.g. $\frac{1}{5}$ of the beads are yellow.

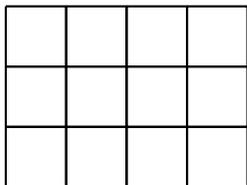
Suggestions for support at home

The mathematics work your child is doing at school may look very different to the work you remember. This is because pupils are encouraged to work mentally where possible, using personal jottings to support their thinking. Ask them to show you what they are doing and help them to recall table facts.

Help your child to see the relevance of mathematics to their everyday life by finding examples of numbers around us, particularly those relating to percentages. Look on labels on packets, tins and in clothes.

Try this at home

Work with your child on this puzzle:



Divide the 4 by 3 rectangle into four parts.

They must be $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{6}$ and $\frac{1}{12}$ of the rectangle.

They must not overlap.

Unit 2

In this unit, we will work on handling data. This unit will be taught over approximately four weeks. The topics we will cover are:

- **Surveys:** Pupils collect information for a purpose and use it to answer questions and solve problems. They are encouraged to think about further questions to ask in order to obtain other information relevant to a situation.
- **Drawing and interpreting graphs:** Pupils use tables, graphs and charts and consider how useful they are in different situations. They learn to draw and interpret bar line graphs and line graphs.
- **Probability:** Pupils are introduced to the language of probability through discussion and practical activities. They use a probability line to record the likelihood (probability) that an event will happen.
- **Statistics:** Pupils are introduced to one measure of average, the mode. They look for the number or numbers that appear most often in a list and begin to understand that in some data sets there is no mode.

Learning objectives:

Handling data and problem solving

- Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others' data and identify further questions to ask
- Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis
- Construct simple line graphs, e.g. to show changes in temperature over time
- Understand where intermediate points have and do not have meaning, e.g. comparing a line graph of temperature against time with a graph of class attendance for each day of the week
- Find and interpret the mode of a set of data
- Describe the occurrence of familiar events using the language of chance or likelihood

Suggestions for support at home

Help your child to see the relevance of mathematics to their everyday life by:

- collecting examples of tables, graphs and charts in newspapers, magazines or elsewhere

- finding opportunities to use vocabulary relevant to handling data; you will find some examples in the word search below.

Work with your child to solve this word search to help learn the spellings of words we would use during our learning.

Y	P	T	J	D	J	Y	U	V	D	P	E
E	T	R	A	R	E	V	Z	O	S	I	L
C	F	I	E	B	U	X	O	C	P	C	B
N	A	U	L	D	L	H	E	N	E	T	I
A	I	T	D	I	I	E	S	R	E	O	S
H	R	A	V	L	B	C	T	I	O	G	S
C	T	Y	E	Z	Q	A	T	R	X	R	O
A	J	K	W	V	I	Y	B	I	F	A	P
O	I	E	Y	N	I	W	F	O	O	M	M
L	G	R	A	P	H	T	E	X	R	N	I
H	Y	P	O	T	H	E	S	I	S	P	A
E	D	O	M	Y	L	E	K	I	L	D	Y

Find the following words:

axis
 certain
 chance
 data
 fair
 graph
 hypothesis
 impossible
 likelihood
 likely
 mode
 pictogram
 prediction
 probability
 table

Assessment

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in Maths.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practise at home, through the parent consultation and reporting cycle.

At the end of the year, pupils will complete a curriculum-based assessment: Cambridge Progression Test and a standardised based assessment: GL Assessment - Progress Test in Maths.



Science

Unit 1

The first unit of the term is called 'Changes of states of matters'. This unit teaches the pupils to know the differences between solids, liquids and gases. Also, they learn about some of the processes involved when matter changes state, namely - evaporation, condensation, melting, boiling, dissolving and freezing. In addition, pupils carry out investigations using skills such as observing, recording, predicting and concluding. Finally, the different temperature scales are researched.

Learning Objectives

- Know that evaporation occurs when a liquid turns into a gas
- Know that heat increases evaporation
- Give examples on how evaporation is useful
- Make predictions, record results, understand the need for a fair test and make conclusions in investigations.
- Understand the terms dissolving, solute, solvent and solution
- Know that condensation occurs when a gas turns into a liquid. ☑ Know water changes into steam when boiled
- Know a solid melts into a liquid when heated
- Know a liquid freezes into a solid at certain temperatures.
- Know the different temperature scales

Suggestions for support at home

Encourage the pupils to explain how evaporation is useful in the home and explain other processes such as boiling a kettle; why the bathroom mirror can have condensation on it.

Unit 2

The second unit, which will be taught over the second half term is called 'The way we see things'.

This unit introduces the main ideas, that light travels from a source and we see an object because the light reflects off the object into our eyes. Within the unit, pupils will discover that using a mirror at a certain angle and using two mirrors can allow us to see things behind us. Pupils are introduced to the concept of light reflecting off different surfaces and they will have the opportunity to carry out a fair test and practise the scientific enquiry skills to investigate which surfaces are the best for reflecting.

Learning Objectives

- Know that we see light sources because light from the source enters our eyes.
- Know that when reflected light enters our eyes we see an object.
- Know that beams/rays of light can be reflected by surfaces including mirrors.
- Explore why a beam of light changes direction when it is reflected from a surface.
- Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.
- Use knowledge and understanding to plan how to carry out a fair test.
- Make relevant observations.

- Present results in bar charts.
- Decide whether results support predictions.
- Interpret data and think about whether it's sufficient to draw conclusions.
- Discuss the need for repeated measurements

Suggestions for support at home

Experiment with using a mirror and explain how a mirror works at home or how mirrors are used in cars. Discuss ambulance is spelt backwards on an ambulance.

At home, you could discuss the different light sources we experience on a day to day basis. How does source make light? Is it natural or man-made? How does that light make us see?

Assessment

Observations, marking and presentations plus the 'Check Your Progress' at the end of the unit.



IPC

The IPC unit, in the second term, 'Going Global', will be taught throughout the term. At a time when transport and communication can connect the world in more ways than ever before, what we buy and what we consume can have a profound impact on the lives and societies of people around the world. To be a global citizen is to become a part of something bigger than ourselves.

Each of us has a responsibility to the communities of which we are a part – to respect each other's cultures and needs, to support one another and ensure that we work together locally, nationally and globally.

The unit will be taught cross-curricular.

In Geography, we'll be finding out:

- About the countries that produce the clothes we wear and the products we use
- Where our food comes from
- What products our home countries and host country import and export
- How we can support the resources and industry in our local area
- About tourism and its impact on countries and cultures
- How we can create an eco-friendly, sustainable holiday resort
- How global alliances and organisations can help countries to trade
- About our needs and wants, and how they compare with the needs and wants of others
- About the work of international charities
- How some people are suffering as a result of the global market
- How Fair Trade helps the lives of farmers and producers in poorer countries

In History, we'll be finding out:

- How people used to trade in the past
- What goods were available to past societies
- How new products were discovered by explorers

In Technology, we'll be finding out:

- How to create our own global brand and market it to others
- About media products (such as film, television and music) and how countries are affected by media globalisation

Suggestions for support at home

Please discuss our topic with your child. Please consider where our shopping originates from and how we can become eco-tourists.

Assessment

On-going formative assessment, observation, marking of tasks set and presentations/projects plus peer assessment.



PE

This term, pupils will study PE through athletics and basketball.

Unit 1

Athletics:

- In this unit pupils will be introduced to the concept of throwing for distance using a range of objects, jumping for distance and with accuracy.
- Pupils will gain an understanding of how to use power to increase distance.
- Pupils will accurately replicate running challenges and competitions that require both speed and stamina.
- In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance.
- Pupils will develop the ability to understand and follow safety procedures and handle equipment correctly.

All athletics lessons are working towards developing and refining skills to help pupils prepare for KS2 Sports day. Pupils during this term may be invited to represent AGS in the MPSL u11 Athletics competitions.

Unit 2

Basketball:

- In basketball pupils will think about the use of strategies to outwit opponents.
- Pupils will focus on improving the skills of
 - Passing
 - Receiving
 - Dribbling
 - Shooting
 - tactical play in a range of environments.
- They will learn to make informed decisions during small sided games, recognizing opportunity for competitive games and leadership.
- To understand the effect of exercise and develop an attitude of fair play and enjoyment.

Swimming:

When swimming lessons are being taught, all pupils at AGS will follow the whole school swimming curriculum.

Pupils will work through ascending levels of a holistic swim programme that leads up to Cambridge iGCSE standard (Level 10). The level that pupils are working towards are determined based on their current swimming ability. The expected working level for each age corresponds with the grade pupils are in, for example, Grade 1 should be working towards level 1 whereas Grade 5 should be working towards level 5. Some pupils will be working below or above expected levels based on their ability.



Art

This term the students of grade 5 will commence a new IPC Topic, 'Going Global'. They will focus on Photography self-portrait and graphic design by creating and airplane Logo design.

Aims and Objectives:

By the end of the unit, pupils will be able to:

- Communicate through visual and tactile forms
- Make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate.
- Consider works of art in terms of meaning, design, materials, technique, place and time.
- Experiment with self- portrait images using I pads.
- Create a full colour logo design for the airline.

Skills Development

During the course of this first part of the unit, pupils will:

- understand what self-portraiture is, and be able to name some of the artists viewed. They will have an opinion about whether photography can be a successful self-portrait medium.
- Pupils will spend the whole first lesson, exploring what can be achieved on an iPad, using basic camera function and editing facilities. No Apps are to be used.
- Pupils will explore different angles, perspectives, colour, background, etc.
- Will produce a variety of different images of themselves. They will have experimented with different viewpoints and poses.
- Will understand how to position themselves within a frame to take a successful image.

During the second part of the unit, pupils will:

- know what a logo is, and how they are used to advertise/market an organization: pupils will explore Airline logos from different countries, including their own. They will draw out the Qantas Airline logo and add colour, to allow them to understand how easy/difficult it is to draw a logo.
- complete their plan for the airline logo idea, and will then recreate just the logo – in larger scale, into their sketchbooks.
- have sophisticated logo design, using the name of the airline as inspiration. It will be created in full colour, using complementary schemes.
- take all the necessary equipment and materials they will need to create their logo collage. Paper, scissors, glue, pencil.
- Learn the process of collaging and begin to collage the logo design.
- draw their designs on the relevant coloured paper, and cut out the different pieces using scissors. They will assemble their collage using the cut out pieces and glue.

Assessment:

The assessment will be in the form of a peer evaluation so each pupil will evaluate his friend 's logo design by answering these questions.

Whose work are you evaluating?

Questions	Yes	No	Evidence
Does the logo make you think of an airline?			
Is the logo clear and simple?			
Are the colours good? Have they used complementary colours?			
Is the collage work neat and tidy?			
Could the logo be improved?			

Suggestions for support at home

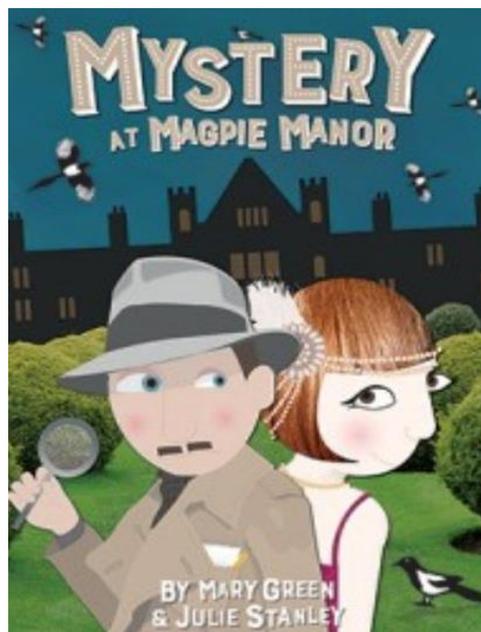
To help your child enrich their artistic lives at home, parents can support by creating more artistic activities with their child and encourage them to practice more on the lesson we have covered in class in order to maximise the quality of their skills.



Drama & Music

This term in Drama and Music, Grade 5 pupils will begin working through the script 'Mystery at Magpie Manor', this year's Junior School Musical. We will be concentrating mainly on choreography, singing, chorus performance. All students will be expected to recite the lyrics to the songs. Each class will also be allocated certain songs which will require movements that need to be learnt and rehearsed ready to perform on stage to an audience.

They will develop further skills in character development and how to deliver a confident and convincing performance to an audience. Elements of drama will be recapped, along with techniques learnt in music, melody/rhythm, pace/tempo and delivery.



Suggestions for support at home

You can support your child in many different ways when they are practising their lines or songs at home. Encourage them to project their voice by getting them to stand at one end of the room or at the bottom of the stairs, whilst you stand at the other end or at the top of stairs when they are speaking to ensure they raise their voice so that you can hear them. Songs will be sent home on Seesaw so please play them for your children daily so they can practise the lyrics to the music.

This performance will be open to all parents to come and watch on the **18th and 19th March** to see what the children have been working towards. We hope to see you there!



French

The Scheme of Work followed for French is that provided by the Primary French Project, which has been devised by the Institut Français <https://www.institut-francais.org.uk/>.

Module 3, which will be taught over the first half-term, focuses on the following broad themes:

Learning Objectives

Leçon 11:

- be introduced to five more places found in a town (feminine nouns)
- revise the concept of the grammatical gender of nouns
- discover what an arrondissement is

Leçon 12:

- learn to tell the time on quarter past the hour
- practise understanding a range of clock times by listening or reading
- learn about La Poste (the postal service) and la SNCF (national railways)

Leçon 13:

- learn how to pronounce the names of some world cities: Moscou, New York, Sydney, Tokyo
- learn that the time in Moscow is 2 hours ahead of Paris
- revise the agreement of an adjective with a feminine noun
- practise using compound sentences with a coordinating conjunction

Leçon 14:

- practise listening, speaking and writing clock times
- practise using adjectives with feminine nouns in spoken sentences
- learn about some mainline railway stations in Paris

Leçon 15:

- create some written compound sentences
- learn about ordinal numbers
- learn about the 1er arrondissement

Module 4, which will be taught over the first half-term, focuses on the following broad themes:

Learning Objectives

Leçon 16:

- revise information about where I live
- learn the number 40
- learn 5 more feminine nouns: places in town
- use strategies to look for patterns in words and to help memorise numbers

Leçon 17:

- learn about the time difference between Paris and Tokyo
- revise the negative adverb ne...pas, and its elision before a vowel: pas...d'
- learn about the function of a subordinating conjunction
- create spoken sentences consisting of a main clause, and a subordinate clause introduced by a subordinating conjunction, e.g. Quand il est trois heures à Paris, il est onze heures à Tokyo.

Leçon 18:

- learn to tell the time to five minutes
- practise writing the time to five minutes, in number form
- learn about ordinal and cardinal numbers

Leçon 19:

- revise the question Tu as quel âge ? and the answer J'ai xx ans.
- create spoken sentences consisting of two main (independent) clauses, linked by a co-ordinating conjunction, e.g. À Jolieville, il y a un grand parc et une petite gare, mais il n'y a pas de château.
- understand the function of a co-ordinating conjunction.

Leçon 20:

- use what I have learnt in order to speak about the town or village where I live.
- use what I have learnt in order to write about the town or village where I live.
- be introduced to some words and phrases to include in a written letter.

Assessment

The pupils will complete a unit assessment at the end of each unit, which will assess the pupils learning against the objectives.

Suggestions for support at home

Pupils are encouraged to practise more on the lesson we have covered in class in order to maximise the quality of their skills they have learnt.

Memorisation of vocabulary is key to building up a good base to enable effective recall and retrieval. To this end, at home, please speak to your child, testing them on the vocabulary they have learnt. This will help with improving their recall skills.

There are similarly a number of applications for mobile devices which support the learning of languages and are presented in an interactive, child-friendly way. We would highly recommend using Quizlet and Memrise to support consolidating of vocabulary learning.