



Scheme of Work

Grade 5

Term 3



English

Unit 1

This four-week unit focuses on persuasive language and how it can be used to express an opinion, send a message or give a point-of-view. It encourages pupils to analyse text types that are persuasive, informative or both. The learners will compare texts according to style, audience, organisation, purpose and impact. They will identify textual features and persuasive devices of various texts. The unit develops their critical thinking and encourages learners to express themselves confidently in oral and written activities.

Aims and objectives:

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

- analyse and compare persuasive texts
- learn about persuasive devices
- understand that a text can be persuasive, informative or both
- practise being persuasive

Skills development:

During the course of this unit, learners will:

- analyse and compare posters and reviews
- use powerful vocabulary to sound persuasive
- read and analyse information, e.g. a map
- present an oral review
- write a formal letter

Unit 2

This is a two-week unit covering performance poetry and plays. Pupils enjoy performing a nonsense poem and gain experience in group work and performance skills. They apply these skills to the next stage of the unit which is to write and perform a play. They learn how to adapt a simple story into a script and focus on the features of script writing. They complete the dialogue in a script using their own words and ideas. Once the script is complete, they work in groups to practise and perform the play in front of an audience.

Aims and objectives:

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

- read and perform a poem in groups
- identify the features of a play script
- adapt part of a story into a script
- choose words carefully
- use a script to create and develop characters
- perform a play in groups

Skills development:

During the course of this unit learners 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

During the first few weeks, we will work on number, including time for revision. The topics we will cover are:

- **Mental strategies:** Learners have an opportunity to revise and consolidate objectives covered earlier in the year and further develop their calculation fluency with all four operations. They are encouraged to use appropriate methods for all calculations and use their repertoire of known facts and skills when solving problems.
- **Calculation:** Learners add and subtract numbers 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. Learners deepen their understanding of how to use multiplication and division strategies, through solving multistep problems. Learners recognise links between mathematical operations and understand that brackets may be necessary to define the order of operations, as well as applying the order of operations law using BIDMAS/BODMAS.
- **Problem solving in context:** Learners select, use and apply understanding, skills and strategies in solving problems.

Learning objectives:

Calculation

Addition & Subtraction

- Round four-digit numbers to the nearest 10, 100 or 1000
- Round a number with one or two decimal places to the nearest whole number
- Estimate and approximate when calculating, e.g. using rounding, and check working
- Know by heart pairs of one-place decimals with a total of 1, e.g. $0.8 + 0.2$
- Derive quickly pairs of decimals with a total of 10, and with a total of 1
- Count on or back in thousands, hundreds, tens and ones to add or subtract
- Find the total of more than three two- or three-digit numbers using a written method
- Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money
- Add or subtract near multiples of 10 or 100, e.g. $4387 - 299$
- Use appropriate strategies to add or subtract pairs of two- and three-digit numbers and number with one decimal place, using jottings where necessary
- Calculate differences between near multiples of 1000, e.g. $5026 - 4998$, or near multiples of 1, e.g. $3.2 - 2.6$

Multiplication & Division

- Know multiplication and division facts for the $2\times$ to $10\times$ tables and represent them using arrays
- Know and apply tests of divisibility by 2, 5, 10 and 100

- Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple
- Know squares of all numbers to 10×10
- Find factors of two-digit numbers
- Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number
- Multiply by 19 or 21 by multiplying by 20 and adjusting
- Multiply by 25 by multiplying by 100 and dividing by 4
- Use factors to multiply, e.g. multiply by 3, then double to multiply by 6
- Double any number up to 100 and halve even numbers to 200 and use this to double and halve numbers with one or two decimal places, e.g. double 3.4 and half of 8.6
- Double multiples of 10 to 1000 and multiples of 100 to 10 000, e.g. double 360 or double 3600, and derive the corresponding halves
- Multiply or divide three-digit numbers by single-digit numbers
- Multiply two-digit numbers by two-digit numbers
- Multiply two-digit numbers with one decimal place by single-digit numbers, e.g. 3.6×7
- Divide three-digit numbers by single-digit numbers, including those with a remainder
- Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers
- Decide whether to group (using multiplication facts and multiples of the divisor) or to share (halving and quartering) to solve divisions
- Decide whether to round an answer up or down after division, depending on the context
- Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication
- Estimate and approximate when calculating, e.g. using rounding, and check working

Suggestions for support at home

The mathematics work your child is doing may look very different to the work you remember. This is because learners 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, if necessary.

Help your child become a confident user of calculators. Allowing children to use a calculator to check their answers from time to time is useful. Help your child to recognise that the calculator is a tool of which they are in control and to understand how it can help them to develop their mathematics.

Children can learn how to use a calculator effectively and to recognise how and when it is appropriate to use one. Please allow your child to first decide if mental and pencil-and-paper methods are quicker or more reliable.

Note that to use a calculator effectively requires a secure knowledge of number, which is the prime aim.

Try this at home

Work with your child to make a scrapbook of numbers. You can include pictures, rhymes, calculations and anything else you can think of. These ideas may help you to get started:

4

My favourite number:

$$2 \times 2 = 4$$

April is the fourth month

A multiple of 2

A factor of 12

A square number



Take it in turns to create questions that explore the use of brackets, indices/exponents/powers, using the different operations in different orders, that have different answers, and apply the order of operation laws (BIDMAS and/or BODMAS and/or PEMDAS) to find the correct answers:

$$2^2 + 7 \times 4 \div 2 - 1 = 21 \text{ but how?}$$

$$(2^2 + 7) \times 4 \div 2 - 1 = 21$$

$$2^2 + 7 \times 4 \div 2 - 1 = 17 \text{ but how?}$$

$$2^2 + (7 \times 4) \div 2 - 1 = 17$$

Unit 2

In this unit, we will work on geometry, measurement and problem solving, including time for revision. The topics we will cover are:

- **Geometry:** Right angles, symmetry & movement
- **Measurement:** Length, mass & capacity
Learners use understanding of the relative size of units to assess the reasonableness of measurements. They estimate lengths and measure lines in centimetres and millimetres and draw their own lines from given measurements in centimetres and millimetres, as well as metres and centimetres. Learners combine knowledge of the number system and measures to solve problems that involve metres and kilometres. Learners estimate and measure mass using kilograms and grams, reading scales on different equipment. They solve problems involving reading mass scales and converting measures of mass from kilograms to grams to put them in order of size. Learners consider the reasonableness of estimates of mass and use their knowledge to solve problems.
Learners record capacity in units of litres and millilitres and put these in order of size. They interpret a reading that lies between two unnumbered divisions on a scale and compare readings on different scales. Learners convert measurements between litres (to one decimal place) and millilitres and use their knowledge to solve problems.
- **Problem solving in context:** Learners select, use and apply understanding, skills and strategies in solving problems.

Geometry Learning objectives:

- Recognise reflective and rotational symmetry in regular polygons
- Create patterns with two lines of symmetry, e.g. on a pegboard or squared paper
- Learners explore, complete patterns and solve puzzles using translation and reflection
- Predict where a polygon will be after reflection where the mirror line is parallel to one of the sides, including where the line is oblique
- Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes

Measurement Learning Objectives:

- Read timetables using the 24-hour clock
- Read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy
- Convert larger to smaller metric units (decimals to one place), e.g. change 2.6 kg to 2600 g
- Order measurements in mixed units
- Round measurements to the nearest whole unit
- Interpret a reading that lies between two unnumbered divisions on a scale
- Compare readings on different scales
- Draw and measure lines to the nearest millimetre, centimetre and metre

Problem Solving Learning Objectives:

- Solve single and multi-step word problems (all four operations); represent them, e.g. with diagrams or a number line
- Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers
- Use multiplication to check the result of a division, e.g. multiply 3.7×8 to check $29.6 \div 8$
- Estimate and approximate when calculating, e.g. using rounding, and check working
- Consider whether an answer is reasonable in the context of a problem
- Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations
- Choose an appropriate strategy for a calculation and explain how they worked out the answer
- Explore and solve number problems and puzzles, e.g. logic problems
- Deduce new information from existing information to solve problems
- Use ordered lists and tables to help to solve problems systematically
- Describe and continue number sequences, e.g. $-30, -27, \square, \square, -18\dots$; identify the relationships between numbers
- Identify simple relationships between shapes, e.g. these triangles are all isosceles because
- Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. the sum of three consecutive whole numbers is always a multiple of three
- Explain methods and justify reasoning orally and in writing; make hypotheses and test them out
- Solve a larger problem by breaking it down into sub-problems or represent it using diagrams

Suggestions for support at home

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

- preparing food and cooking with your child, asking them to measure out wet and dry ingredients as accurately as possible.
- asking your child to time how long food should cook for, what time it will finish cooking, how much time elapses during cooking and/or eating.
- helping your child to measure people, rooms and objects in your home; describe times when it has been important to use some of these measurements, such as decorating, making clothes or for health checks.

Try this at home

Investigate this problem with your child.

Measure and cut 24cm of string, wool or thread. Try to make an equilateral triangle, a square, a regular hexagon and a regular octagon with the string as accurately as possible, measuring the length of each side.



Collect different containers and explore this with your child.

How much lemonade do we have to make so that everyone gets one cup? Two cups?

Plan for your family, or maybe a smaller group of children, or some toys having a party.

Pour one cupful of coloured water into each of some tall, thin and short fat transparent containers. Discuss what happens to the water level in each and why.

Discuss how we can calculate how much lemonade is needed.

Developing deeper understanding through looking at how much juice can be squeezed out of one lemon (on average) and how much sugar/water must be added to make it delicious.

Make a video journal of the whole learning process.

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

The final unit, which will be taught throughout the final term, is called 'Earth's Movements'.

This unit teaches the students to discuss knowledge already gained and what they would like to find out; research the knowledge and workings of scientists and astronomers in the past regarding the solar system; investigate the movements of the Earth and Moon using predictions, fair testing, observations, recording results and conclusions.

Learning Objectives

- To revise the orbit of the Earth and the Moon
- To understand how the Earth moves in relation to the Sun
- To know that the earth rotates on its axis from west to east
- To know that the Earth completes one rotation every 24 hours
- To be able to set up an investigation with a prediction
- To know that sunrise and sunset times and the length of the day varies throughout the year
- To know that the Earth orbits the Sun every 365.25 days
- To know that as the Earth revolves, it spins on its axis
- To research how the ideas about the solar system have changed over the past 2000 years
- To know how astronomers research the solar system
- To understand the need for a fair test
- To conclude from an investigation
- To record results

Suggestions for support at home

Encourage the students to build upon their knowledge of shadows, why shadows are longer in a sunny place near to the home. Observe the phases of the moon and discuss. Make models to help explain the Earth and Moon's movements.

Assessment

Marking, tests, evidence collected by photographing work, videoing presentations etc. Plus, the 'Check Your Progress' at the end of the unit.



IPC

Our IPC unit for this term is called 'The Story of English'. English has 300 million native speakers in countries across the globe. It is the third most spoken language after Mandarin and Spanish but is the most popular second language in the world. English is an evolving language that has changed constantly throughout the 1500 years that it has been spoken. The story of how English has developed and grown, mirrors that of Britain and of today's global world. This a history based unit which will look at not only the origins of words used today but how the language has evolved over time. From the Celtic language through the different influences often following invasions up to the present day.

The unit will be taught cross-curricular as follows:

In History, we'll be finding out:

- How the English language has developed over the last 1,500 years
- Who has invaded and settled in Britain over time
- What everyday life has been like for people living in Britain, and how this is reflected in their language
- How English has spread around the world

In Technology, we'll be finding out:

- How the invention of the printing press changed our world
- How to plan, design and create a book

In Art, we'll be finding out:

- About illuminated manuscripts
- How to create an illuminated manuscript
- Creating graffiti art

In Physical Education, we'll be finding out:

- How to play running, jumping, throwing and catching games similar to those children played in the past
- How to develop the rules and play a game using attack and defence

In Music, we'll be finding out:

- How to compare music from different historical periods
- How to read basic musical notation

In International, we'll be finding out:

- How English is used around the world
- About endangered languages

Suggested support at home

If you help your child research the word of the day including its origins. Select an area at home where some graffiti art could be put up! Help your child create a book, invitation and manuscript.

Assessment

On-going formative assessment, observation, marking of tasks set and presentations/ projects. Feedback from parents, evidence of work including photographs, videos etc.



PE

This term pupils will study PE through Handball and Striking and Fielding.

Unit 1

Handball:

- Pupils will focus on developing basic passing skills for Handball.
- Pupils will develop ball control and familiarity whilst both stationary and moving.
- Understand concept and importance of space and movement away from a defender.
- Movement with the ball towards a goal.
- Pupils will gain understanding of the effects of exercise and will develop an attitude of fair play, sportsmanship and enjoyment.

Pupils will aim to work towards being able to successfully participate in conditioned and full non-contact games.

Unit 2

Striking and Fielding:

- Pupils will develop the range and consistency of their striking and fielding concepts using basic variations of bats to incorporate games such as Rounder/Cricket/ T ball and Danish Longball
- Pupils will refine the basic skills learned in previous years;
 - Throwing and Catching a ball to move towards a target. (Chain)
 - Fielding/Stopping a ball
 - Retrieval of a ball
 - Striking a ball
- Pupils will work on aiming for space to outwit opponents.
- To implement simple tactics to form a striking and fielding principle.
- An extension task will be students progressing to a drop feed ball.
- Pupils will develop an understanding of scoring in a variety of games.



Art

Grade 5 Art

This term the students of Grade 5 will commence a new IPC Topic. They will focus on Graffiti, Viking and Roman Art using various materials and media in their lessons.

Aims and Objectives:

By the end of the unit, students 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.
- Draw from observation and imagination and your ability to produce an effective composition.

Skills Development

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

- understand the history of graffiti.
- Recognize the legal reaction towards graffiti.
- Establish an opinion towards graffiti express that opinion.
- sketch out student name in a graffiti style,
- Develop creative design and drawing skills, taking inspiration from Graffiti art tags.
- produce a piece of work in the graffiti style with Developing the skill in paint mixing, blending and stippling.
- Explore the history of ancient Roman Art and identify the key characteristics, techniques and features of this art form. Students will then create a reproduction of an ancient Roman artifact using clay as the medium.

During the second part of the unit pupils will,

- To Explore Viking art and identify its key characteristics and features.
- To be able to draw Viking patterns.
- To be able to create a piece of Viking animal artwork.
- To be able to accurately sketch a Viking dragon head.
- To be able to draw a portrait of a Viking warrior.
- To be able to create a piece of Viking jewellery.

Assessment:

At the end of the unit, pupils will be assessed on their knowledge gathered on graffiti, Roman and Viking art.

Suggested 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 order to maximize the quality of their skills.



Drama

This term in Drama, Grade 5 students will be focusing on 'Devising'.

Devising often involves collaborative group work however can be done independently too. It consists of using the imagination and creating innovative ideas that come from one given stimulus; For instance, an image, a plot, a theme, a character, historical documents, an entire novel or a single line as a point of departure. In other words, students will be asked to create a variety of short performances/tasks which they have created using an idea or something I have given them to base it around and expand upon.

They will develop further skills in:

- Creative insight
- Imagination
- Vocal presence and public speaking
- Communication
- Initiative
- Characterisation
- All whilst hopefully having some fun.





Music

Ukulele and Singing Skills

Students will begin to learn the Ukulele and continue to develop their singing skills.

Learning objectives

- Learn how to play the chords C, Am, F and G on the Ukulele
- Learn basic strumming techniques to accompany the song I'm Yours, by Jason Mraz
- Continue working on good posture and singing with expression in a group

Suggestions for support at home

Many videos on YouTube teach the ukulele. If pupils have access to a ukulele, they can explore these themselves. This is the link to I'm Yours:

<https://www.youtube.com/watch?v=Z7tmCNJZqUM>

Pupils can continue to develop their keyboard skills from the work we did last term if they have access to a keyboard. There is a wealth of material on YouTube for them to explore their favourite songs.

If your child enjoys singing then please encourage them to sing using YouTube and even a karaoke machine.

Assessment

Pupils are assessed each week by the teacher on how accurately they can play chords on the fret board of a ukulele and how well they can follow a strumming pattern.

They will have a final assessment where they should play 4 different chords in a row.

They will be continually assessed as to how well they can sing as part of a group



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 focuses on the following broad themes:

Learning Objectives

Lesson 21

- learn the number 50, and practise using numbers 1-50
- learn how to ask where someone is going, and how to say where you are going
- use the preposition à with the definite article la : à la
- revise the functions of a preposition, pronoun and verb

Lesson 22

- practise using numbers 1-50
- use the preposition à with the definite article le: au
- learn how the preposition à and the definite article le must elide to form a new word, au.
- be introduced to the 4th arrondissement and its monuments.

Lesson 23

- use the preposition à with the definite article l': à l'
- practise speaking about the 2nd and 4th arrondissements
- revise the use of the definite article and the concept of elision.

Lesson 24

- be introduced to the days of the week
- use the preposition à with a clock time, to form an adverbial phrase of time
- learn about the etymology of the days of the week

Lesson 25

- create complex spoken sentences on world clocks using the subordinating conjunction quand
- learn that the time in Sydney is 10 hours ahead of the time in Paris
- practise using the preposition à to create adverbial phrases of time and place in sentences
- create some written sentences if time

Module 4 focuses on the following broad themes:

Learning Objectives

Lesson 26

- be introduced to verb phrases that describe leisure activities
- learn about the infinitive form of the verb

- learn to create “purpose clauses” to express what I am going to do.
- use the structure pour + infinitive
- be introduced to the 5th arrondissement and its monuments

Lesson 27

- use the pronouns il and elle to create sentences about Julien and Nora
- use conjugated verb forms to create sentences about Julien and Nora
- use an adverbial phrase of time as a sentence opener, e.g. à neuf heures.
- be introduced to the 7th arrondissement and its monuments

Lesson 28

- practice creating spoken sentences to say where I am going, and for what purpose
- to use a diary template, to create sentences about Nora and Julien, to say where they are going and for what purpose
- learn what a boulevard is

Lesson 29

- revise my favourite colour
- create spoken and written sentences that include time, place and purpose
- be introduced to the 16th arrondissement and its monuments
- learn what un immeuble is

Lesson 30

- revise how to talk about what there is in the garden
- practise simple conversations to exchange personal information
- learn how to fill out a simple form giving personal information

Assessment

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

Suggested support at home:

-Students are encouraged to practice more on the lesson we have covered in class in order to maximize 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.