

## English

**Reading** - Key texts: 'The Lion, the Witch and the Wardrobe' by C.S. Lewis, 'The Shadow Forest' by Matt Haig, 'Ignis' by Gina Wilson, 'The Tempest' by William Shakespeare and 'The Wizard of Earthsea' by Ursula Le Guin.

**Developing pleasure and motivation to read.** Comprehension skills focusing on KS2 key skills/content domains both during whole class reading and guided group reading.

**Speaking and Listening** - Performance of poetry and children's own writing, presentations of work, role play during drama and hot seating activities.

**Writing Composition** - Writing for different purposes, developing stamina, editing and checking work throughout.

**Fantasy Narrative:** Using our imaginations to create a fantasy world, describing what happens as we step through a portal entering the unique world of Alchemy Island.

**Non-Chronological Report:** Researching, using different media, about alchemy and gold before presenting our findings to the Chief Alchemist.

**Soliloquy:** Writing a soliloquy for the Chief Alchemist based on how he might feel about the island, including its hidden treasures, treacherous terrains, changing weather systems and mystical landscapes.

**Poetry:** Exploring and writing our own cinquain poems based on legendary gems.

**Spelling:**

Half termly spellings linked to National Curriculum spellings for Year 5, Weekly High Frequency Words spellings

**Grammar:** Linked to the National Curriculum requirements for Year 5. Main focus:

**Handwriting:** Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

## Art

**Developing creativity using a variety of materials within the following contexts:**

Design and create our own fantasy worlds and landscapes, including the portal to enter them.

Create a treasure map, leading us to the portal to enter Alchemy Island.

Creating game pieces for our board game (see DT).

## French

- To learn vocabulary related to parts of the body and different colours of eyes and hair.
- To learn to say how old we are.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

**Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.**

**Key Question:** What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

- Which people are special and why?
- Why is Jesus inspiring to some people?
- What is so radical about Jesus?

**Religions and Worldviews considered in this unit:** Christians

## Geography

**Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features**

- Describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the Water Cycle.
- Use the eight points of a compass, four and six-figure grid references, symbols and keys.

## Music

- Improvise and compose music for a range of purposes.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notations.

## Design and Technology

**Designing and making functional, purposeful appealing products and evaluating these**

Design and create our own functional 3-D board game called 'Alchemy Island'.

Create a set of rules for how to play the game.

Design and create game pieces (see Art).

Communicate their ideas through annotated sketches and diagrams.

## PSHE

**Our 'Good To Be Me' unit focuses on the following:**

- being proud in our achievements but not boasting
- making good judgements about whether to take a risk
- knowing that we can disagree with someone without falling out
- knowing that we sometimes get overwhelmed but know strategies to help us calm down.

**It also links clearly with our SMSC development.**

## Maths

**Multiplication and Division** - Multiply numbers up to 4 digits by a one or digit number using a formal written method. Divide numbers up to 4 digits by a one-digit number using a formal written method. Interpret remainders appropriately for context. Solve word and reasoning problems using all 4 operations.

**Fractions** - Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert from one form to the other. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Decimals and Percentages** - Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems that require knowing percentage and decimal equivalents.

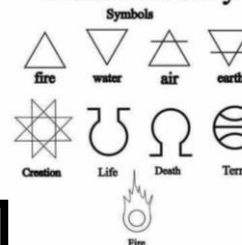
## Alchemy Island

Curriculum Plan - Spring 1 2018

Year 5 Mr Scarlett and Mrs Fade



## Basic Alchemy



## British Values and SMSC

**Developing an understanding of fundamental British values**

Throughout the curriculum we will seek to promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Focus on the rule of law and balancing rights with responsibilities.

## Computing

**UKS2 Online Safety Unit: Contact**

- Know that they are responsible for reporting what upsets them and know when to report an incident.
- Understand that some Internet material is age related and the implication of ignoring such guidance.
- Be able to create a profile considering what is safe and not safe to share online.
- Understand the implications of inappropriate online behaviour and that bullying is unacceptable.

## Science

**Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of Properties and Changes of Materials.**

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

**Through working scientifically, children will use and develop their practical scientific methods, processes and skills:**

Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

## Physical Education

**Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity**

**Games - Invasion Games: Basketball**

To continue to develop a range of strategies to apply in attacking and defending situations.

To develop an understanding of rules in sports and how to compete against opponents positively.

To develop confidence and competence in the skills of passing, dribbling, catching, pivoting, dodging, marking and shooting.

**Gymnastics - Flight**

To understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet.

To improve the precision and fluency of their movements.

To design and create a sequence using planned variations in levels, directions and pathways.

To transfer safely onto apparatus.