

Merlin Class– Years 5 & 6	Spring Term 2019	Topic: France	Visit: RE based
<p>English Writing Narrative: Write letters. Write traditional stories Write Formally Writing Non-fiction: Formal & Informal Biographies Reports Write a book review. Writing Poetry: Descriptive poetry Reading: Read, listen to and discuss a wide range of texts. Learn poetry by heart. Use school and community libraries. Read and listen to whole books. Increase familiarity with a wide range of books, including traditional stories and books from other cultures. Communication: Engage in meaningful discussions in all areas of the curriculum. Listen to and learn a wide range of subject specific vocabulary. Through reading, identify vocabulary which enriches and enlivens stories. Speak to small and larger audiences. Practise and rehearse sentences gaining feedback on the overall effect of Standard English. Debate issues and formulate well-constructed points.</p>	<p>Science Forces and magnets: Look at the effect of gravity and drag forces. Light - How We See Things: Look at sources, seeing, reflections and shadows. Explain how light appears to travel in straight lines and how this affects seeing and shadows. Working Scientifically</p>	<p>Mathematics Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand. Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing. Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. Explore numbers and place value so as to read and understand the value of all numbers. Add and subtract using efficient mental and formal written methods. Multiply and divide using efficient mental and formal written methods. Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts. Describe position, direction and movement in increasingly precise ways. Use and apply measures to increasingly complex contexts. Gather, organise and interrogate data. Understand the practical value of using algebra.</p>	<p>Computing 5.3 We are artists (Spring 2) Fusing geometry and art Children will develop an appreciation of the links between geometry and art and become familiar with the tools and techniques of a vector graphics package. They will experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. They will develop some awareness of computer generated art.</p>

<p><u>Geography</u> France: Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use a wide range of geographical sources in order to investigate places and patterns.</p> <p><u>Language</u> French - Vive le Sport! In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write • Look at the culture of the countries where the language is spoken. <p><u>Religious Education</u> Easter: The events of Holy Week and their importance for Christians. How the sadness of Good Friday gives way to the joy and hope of Easter Sunday.</p> <p>Kingdom of God</p>	<p><u>Art & Design</u></p> <p>Use experiences, other subjects (focus on French artists) across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques.</p> <p><u>Physical Education</u> Invasion games: hockey Ball skills: football Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. Athletics: Take part in athletics activities.</p>	<p><u>Music</u></p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand the basics of the stave and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music</p> <p><u>Personal Development</u></p> <p>Circle Time; School Values – Friendship Discuss and learn techniques to improve 'success'. Study role models who have achieved success.</p>	<p><u>Design & Technology</u> Food technology Easter Egg Models Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
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