

Our Kilmorie Child Qualities (honesty, resilience, empathy, collaboration, innovation, curiosity, independence and respectfulness) are addressed and revisited across all areas of the curriculum and are sometimes the subject of individual lessons			
<b>Topic</b>	<p><b>The Final Frontier</b> Our topic for this half term will be space, investigating the Sun, Moon, Earth and the rest of the solar system. Our class text, <i>Cosmic</i> by Frank Cottrell Boyce, links to this topic, and there will also be close links with Science and Geography.</p>		
<b>English</b>	<p><b>Cosmic</b></p> <p><b>Outcome 1: Sci-fi stories</b></p> <ul style="list-style-type: none"> <li>• Book talk and discussion about Cosmic</li> <li>• Writing in role to explore characters and relationships and practice empathy</li> <li>• Using visualisation to explore settings</li> <li>• Planning and writing our own sci-fi stories</li> <li>• Evaluating and revising our stories, considering the effect on the reader</li> </ul> <p><b>Outcome 2: Discussion text</b></p> <ul style="list-style-type: none"> <li>• Which of the fathers from Cosmic should go into space? Class discussions, collecting ideas</li> <li>• Class debate about which father should go into space (link with oracy)</li> <li>• Focus on planning and note-making</li> <li>• Writing discussion texts which present more than one perspective</li> </ul>		
	<p><b>Consistent focus on grammar and including the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation</b> <b>Daily guided, individual and whole class reading</b></p>		
<b>Maths</b>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Problem-solving with multiplication and division</li> <li>• Perimeter and area</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Decimals</li> <li>• Percentages</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Problem-solving with multiplication and division</li> <li>• Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Decimals</li> <li>• Percentages</li> </ul>
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	<b>Earth and Space</b>		
<b>Science</b>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Pose questions about day and night, and how this relates to space</li> <li>• Investigate how shadows change across the day and link this to how the sun appears to move across the sky, recording findings</li> <li>• Find out about the way ideas about the solar system have developed – from the geocentric model (Earth at the centre) to the heliocentric model (the sun at the centre) – and create representations of the solar system</li> <li>• Look at life aboard the International Space Station</li> </ul> <p><b>Continue to observe life cycles of plants and animals in the local environment over time</b></p> </td> <td style="vertical-align: top; width: 50%;"> <p>The following skills will be covered in this unit:</p> <ul style="list-style-type: none"> <li>• Taking measurements with increasing accuracy and precision</li> <li>• Recording data using line graphs</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Pose questions about day and night, and how this relates to space</li> <li>• Investigate how shadows change across the day and link this to how the sun appears to move across the sky, recording findings</li> <li>• Find out about the way ideas about the solar system have developed – from the geocentric model (Earth at the centre) to the heliocentric model (the sun at the centre) – and create representations of the solar system</li> <li>• Look at life aboard the International Space Station</li> </ul> <p><b>Continue to observe life cycles of plants and animals in the local environment over time</b></p>	<p>The following skills will be covered in this unit:</p> <ul style="list-style-type: none"> <li>• Taking measurements with increasing accuracy and precision</li> <li>• Recording data using line graphs</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
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	<b>We are bloggers</b>		
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Blogging about our learning</li> <li>• Thinking about e-safety in relation to commenting and sharing information</li> </ul>	<ul style="list-style-type: none"> <li>• Working with media including audio and video clips</li> <li>• Live blogging of a school event</li> <li>• Demonstrate respect for the rights of other internet users</li> </ul>	
	<b>Space Art</b>		
<b>Art</b>	<ul style="list-style-type: none"> <li>• Using pastels to create art in the style of Peter Thorpe</li> <li>• Create imaginative work from a variety of sources</li> <li>• Select and work with tools and a range of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different styles of abstract art</li> <li>• Exploring hue, tint, tone, shades and mood</li> <li>• Using colour for purposes</li> </ul>	
<b>History</b>	<b>History is covered in other terms</b>		
	<b>Geographical Enquiry – Linked to our text Cosmic</b>		
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Weather and climate zones, including comparing our home town of London with the Gobi Desert (linked with English – Cosmic)</li> <li>• Time zones (linked with Science – Earth and Space)</li> </ul>	<ul style="list-style-type: none"> <li>• Using fieldwork, studying and drawing maps to explore our local environment</li> <li>• The impact of human activity on the environment (linked with PSHE)</li> </ul>	
	<b>Indoor: Martial Arts Dance</b>		<b>Outdoor: Hockey</b>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Collaborating to create aerobic warmups</li> <li>• Translating ideas from a musical stimulus into movement</li> <li>• Copying and repeating a variety of dance steps with musicality</li> <li>• Dancing in unison and canon showing good energy and timing</li> <li>• Performing at a variety of levels when dancing</li> <li>• Performing a variety of travelling movements</li> </ul>		<ul style="list-style-type: none"> <li>• Controlling the hockey ball by using a hockey stick and dribbling</li> <li>• Practice passing skills</li> <li>• Practice aiming and shooting skills</li> <li>• Using tackling to take possession of a ball</li> <li>• Refine passing and shooting skills</li> <li>• Use skills in a game</li> </ul>
	Y5 classes will undertake these 3 music units (1 per term) on rotation throughout Y5 2018-19.		
	<p><b>GET INTO THE GROOVE</b></p> <ul style="list-style-type: none"> <li>•Vocal tuning &amp; keeping a beat</li> <li>•Reading &amp; writing rhythm notation (Solfa).</li> </ul> <p>Music &amp; singing games for musicianship.</p>	<p><b>EXPLORING JAZZ &amp; BLUES</b></p> <ul style="list-style-type: none"> <li>•Recognising <i>jazz</i> &amp; <i>blues</i> music and its style indicators</li> <li>•Developing an understanding of context and musical history</li> <li>•Playing tuned instruments with increasing confidence and progression</li> <li>•<i>Composing</i> and <i>improvising</i> with creativity &amp; understanding</li> </ul> <p>Playing as a class ensemble/ band</p>	<p><b>WIDER OPPORTUNITIES – STEEL PANS</b></p> <ul style="list-style-type: none"> <li>•Playing tuned instruments with increasing confidence and progression</li> <li>•Understanding musical history, geography and context</li> <li>•Playing &amp; performing as a class band.</li> </ul>

<b>RE</b>	<b>Understanding Buddhist Worship and Beliefs</b>	
	<ul style="list-style-type: none"> <li>• Finding out who Buddha was and why he is important to Buddhists today</li> <li>• Exploring some of the core beliefs and teachings of Buddhism</li> <li>• Learning about the Four Noble Truths and the Eightfold Path</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out about the Buddhist beliefs of karma and reincarnation</li> <li>• Investigating the ways in which Buddhists worship</li> <li>• Exploring the role of symbols within worship</li> </ul>
<b>PSHE and RSE</b>	<b>Relationships – We are all different</b>	
	<ul style="list-style-type: none"> <li>• New Year’s Resolutions (setting targets)</li> <li>• Respect, empathy and compassion</li> <li>• Demonstrate respect for the rights of other internet users</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding relationships</li> <li>• Challenging stereotypes</li> </ul>
<b>MFL</b>	<b>French</b>	
	<p>From La Jolie Ronde:</p> <ul style="list-style-type: none"> <li>• Vocabulary: directions, hobbies, likes/dislikes, numbers up to 31, days of the week, modes of transport, clothing</li> <li>• Understanding aspects of everyday life in France and comparing them to our own</li> <li>• Recognising word classes</li> </ul>	<ul style="list-style-type: none"> <li>• Using a bilingual dictionary</li> <li>• A short dictation activity</li> <li>• A short spoken presentation</li> </ul>
<b>Trips/Events</b>	Space Dome visit	