



Brunswick Park Primary and Nursery School

Spring 1 in Year 5



We will be writing: A persuasive speech based on our story of Floodland and a narrative about flooding.

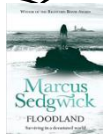
We will be developing the following skills in writing:

- To identify the audience and purpose.
- To use other similar writing as a model for my own.
- To proofread my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements.
- To begin to select vocabulary and grammar to enhance meaning.
- To proofread work.

We will be developing these SPaG skills:

- To use expanded noun phrases; a range of adverbs and modal verbs to indicate degrees of possibility.
- To ensure the consistent and correct use of tense throughout all pieces of writing.
- To begin to use time and place adverbials to build cohesion within and across paragraphs; use relative clauses beginning with a relative pronoun.

We will be reading:



Foodland by Marcus Sedgwick

Foodland is a novel written by Marcus Sedgwick. It starts with an action-packed beginning, with young ten-year-old Zoe Black fleeing from a mob of gangs trying to steal her boat. She then escapes and finds herself on Eels island, where more mystery unfolds.



Our topics this term are: Multiplication and Division, and Fractions

Number – Multiplication and Division

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method; Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Number – Fractions

Multiply a unit fraction by an integer
Multiply a non-unit fraction by an integer
Multiply a mixed number by an integer
Calculate a fraction of a quantity and a fraction of an amount
Find the whole and use fractions as operators



Our project is:

Hinduism

Our Big Question is:
How can Brahman be everywhere and in everything?



This half term we will be focusing on ...

Developing hand eye co-ordination and gross motor skills both as an individual and in collaboration with other pupils.

Children will explore through a range of modified games manipulating objects with hands, feet and implements building control and fluency of movements with these objects.



Our project is: **Rivers**

Our Big Question is: How does collecting data on rivers help us understand the changes in our environment?

Key skills we will be developing are:

Begin to suggest questions for investigating;

Use primary and secondary sources of evidence in their investigations;

Collect and record evidence unaided;

Analyse evidence and draw locations; Study the influence on people/everyday life.



In our Art project this term we will be exploring Claude Monet, children will research and adopt the style of Impressionism within their work and be focussing on light and colour. Children will be asked to find and label with a descriptive word or phrase the various kinds of brushstrokes that Monet used to convey different elements of the waterscape.

We will be working like artists/designers by developing and using these skills by:

Using sketchbooks for recording tones of colour/light/texture of brush strokes; making observations about the impression each picture gives us; exploring colour mixing with acrylic; creating a painting of 'The Lily Ponds'; understanding the contribution of Claude Monet to art; evaluating our masterpiece.

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We will be learning about:

Stereotypes and Diversity

Children will learn:

- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
 - About stereotypes; how they can negatively influence behaviours and attitudes towards others
- Children should:
- Understand the law in relation to the Equality Act (2010)
 - Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
 - Have strategies to challenge these stereotypes



Our project this term is: Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)

In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning.



Our project is: Programming - Selection in physical computing

Children will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. We will be introduced to a microcontroller and learn how to connect and program through the application of our existing programming knowledge. We will be introduced to conditions as a means of controlling the flow of actions.

General Information

Our PE days are:

5H Monday and Thursday

5B Thursday and Friday

If you have a question or need to send us a message, please email or call us via the office. Teachers cannot answer Dojo messages.

Home Learning

Daily reading of at least 20 minutes

Homework set on a Thursday and due on a Wednesday

Useful websites or optional activities to support at home

Spelling Frame

My Maths

TT Rockstars

MyOn