

Term 5

What I am learning this term

Topic Varjak Paw

Key Skills



HOLLINGTON
PRIMARY
ACADEMY

Subject	I can....	Where can you find it?
Maths	<p>Shape</p> <ul style="list-style-type: none">• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.• Recognise angles as a property of shape or a description of a turn.• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.• Identify acute and obtuse angles and compare and order angles up to two right angles by size.• Identify lines of symmetry in 2-D shapes presented in different orientations.• Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Position and direction</p> <ul style="list-style-type: none">• Identify right angles, recognise that 2 right angles make a half turn and 4 make a whole turn.• Identify angles that are greater than a right angle.• Describe positions on a 2-D grid as coordinates in the first quadrant.• Describe movements between positions as translations of a given unit to the left/right and up/down.• Plot specified points and draw sides to complete a given polygon. <p>Time</p> <ul style="list-style-type: none">• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary.• Know the number of seconds in a minute and the number of days in each month, year and leap year.• Compare durations of events.	Maths books

	<ul style="list-style-type: none"> • Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	
<p>English</p>	<p>Reading</p> <ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. <p>Writing</p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Organise paragraphs around a theme. • Sequence paragraphs. 	<p>'Varjak Paw' Power of reading text. Character analysis, Prediction, poetry, story telling, conscience alley, setting description, suspense stories</p>
<p>Science</p>	<ul style="list-style-type: none"> • Ask relevant questions. 	<p>Electricity - Lighting up the Contessa's house</p>

	<ul style="list-style-type: none"> • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators and associate metals with being good conductors. 	
<p>What is the investigation?</p>	<p>Which is the best circuit to use for the model of the house?</p>	
<p>Computing</p>	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<p>Publish newspaper articles of 'The Vanishings'</p>
<p>DT</p>	<ul style="list-style-type: none"> • Understand the need for a seam allowance. 	<p>Create the furnishings for Contessa's house</p>

	<ul style="list-style-type: none"> • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. • Control and monitor models using software designed for this purpose. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	
Art	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	Sculpture own character from Varjak From clay or papier mache, mod rock
History	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	Ancient Egyptian project
PE	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	Athletics Daily Mile

Music	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	Build a dramatic crescendo linked to story
RE	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	PlanBee plans and resources
Community	Local seamstress - WI	
Knowledge of the World	Fabric from different countries Dangers of electricity Ancient Egyptians Olympics - famous Gold Medal winners	DT Science History Theme Day
PSHE	Relationships continued from Term 1	PSHE lessons
Aspiration	Long distance running	Children run 1 mile a day
British Values	Olympic Values	Olympic Theme Day

Homework Ideas

See homework grid

Visits and Visitors

Local seamstress