

**Engage:** Journey through the rainforest!

**Express:** Create a treasure hunt game

## Literacy

### Spoken Language:

WALT: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
WALT: participate in discussions, presentations, performances, role play, improvisations and debates

### Reading:

WALT: apply our growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.  
WALT: retrieve and record information from non-fiction  
WALT: identify how language, structure and presentation contribute to meaning

WALT: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  
WALT: draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

WALT: predict what might happen from details stated and implied  
WALT: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

### Writing:

WALT: note and develop initial ideas, drawing on reading and research where necessary  
WALT: in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  
WALT: use the perfect form of verbs to mark relationships of time and cause  
WALT: use expanded noun phrases to convey complicated information concisely  
WALT: use a wide range of devices to build cohesion within and across paragraphs  
WALT: use brackets, dashes or commas to indicate parenthesis  
WALT: use semi-colons, colons or dashes to mark boundaries between independent clauses

## Mathematics

*Please see the objectives in the autumn term success and challenge cards*

## Personal, Social and Emotional Development

### PSCHE: Going for Goals

WALT take responsibility – for our successes and when things go wrong  
WALT wait for what you want – persistence (keeping going)  
WALT: be resilient – bouncing back/maintaining effort  
WALT: set and achieve goals  
Ladder to success I would be, but .....  
Excuses, excuses! Making wise choices  
Planning for: "Looking at risk"

### Being Different and Equal

WALT: recognise what Black British men and women have contributed to the world we live in

### R.E.: The Christian Way of Life (1)

WALT: understand the ways of life from the New Testament  
WALT: understand society, past and present  
WALT: understand through social responsibility as a community and as an individual  
WALT understand attitudes to personal, social and global issues, considering the teachings of Christianity as expressed for example in the Ten Commandments, the Two Great Commandments, The Sermon on the Mount - the Beatitudes

## SPRING TERM 2

### Activities

## Treasure Hunters: Alchemy Island Year 5

## Knowledge Outcomes

What are the 8 parts of a compass?  
What does a four figure grid reference indicate on a map and what does a six figure grid reference indicate on a map?  
What are climate zones?  
What is a biome?

### Challenge

**What are vegetation belts and what do they do?**

## Languages

### Healthy Eating

WALT: recall nouns for fruits and vegetables. Including identify the gender of the noun.  
WALT: recall and use numbers between 0 and 50 and ask for quantities of fruit and vegetables.  
WALT: participate in a simple shopping dialogue at the market.

## Understanding of the World

### Geography: Physical geography

WALT: describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes.

WALT: use the eight points of a compass, four and six figure grid references, symbols and keys to build knowledge of the wider world

### History:

#### Being Different and Equal

WALT: identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

WALT: learn about a non-European society that provides contrast with British society

### Science: Properties and changes of materials

WALT: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  
WALT: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  
WALT: use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

WALT: give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

WALT: demonstrate that dissolving, mixing and changes of state are reversible changes

WALT: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### COMPUTING: Online

WALT: use advance search functions in Google (quotations).

WALT: understand websites such as Wikipedia are made by users

WALT: use strategies to check the reliability of information (cross check with another source such as books).

WALT: use their knowledge of domain names to aid their judgment of the validity of websites.

## Physical Development

### Gymnastics:

WALT: use running, jumping, throwing and catching in isolation and in combination

WALT: develop flexibility, strength, technique, control and balance  
Perform dances using a range of movement patterns

WALT: compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Expressive Art and Design

### Painting:

WALT: use a range of different painting techniques to create a piece of artwork in the style of a known artist

WALT: critically evaluate and edit (paint over their work).

WALT: begin to use the colour wheel to identify complimentary colours.

### Music

WALT: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression