

Questions— Article 13

Week 1: Can we see sound? (knowledge)
 Week 2: What's in 'ear'? (knowledge)
 Week 3: Can you turn the volume up? (application)
 Week 4: Am I pitch perfect? (analysis)
 Week 5: What could be done to reduce noise pollution near Heathrow airport? (synthesis)
 Week 6: Why don't whales have ears? (synthesis)
 Week 7: Can you design a pair of noise cancelling headphones? (evaluation)

Texts: The Wreck of Zanzibar The Piano (film)

Poetry - The Highwayman - **Articles 28, 29 & 30**

Writing outcomes:

Fiction: Personal Response Description Character study

Non Fiction: Recount Information Instructions
 Explanation Persuasive arguments

Maths - Articles 28, 29 & 30 Statistics: 1 week

Number: multiplication and division 2 weeks

Measurements: perimeter and area 2 weeks

Consolidation and gap filling 1 week

Science: Sound—**Article 13, 28 & 29**

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

Computing

Coding—we are web developers. Understand that results are selected and ranked

Enrichment

Make musical instruments
 Take part in Christmas Carol concert at church

Assessment Foci

Science: I can take measurements using a range of scientific equipment with increasing accuracy and precision

DT: I can choose tools and materials and explain why I have chosen them.

Computing: I understand how results are selected and ranked.

Music: I can maintain my part whilst others are performing their part.

I can compose music which meets specific criteria.

PE: Games: I am beginning to use skills and tactics suitable for attacking and defending in game situations.

PSHE: I know I can use a way to calm down when I am feeling overwhelmed.

French: I can ask and answer questions about a familiar topic.

E-safety: I understand that you have to make choices when using technology and that not everything is true/safe.

Foundation Subjects Coverage

PE: hockey—play competitive games and apply basic principles suitable for attacking and defending; gain possession by working as a team; use a number of techniques to pass, dribble and shoot—**Article 29 & 31**

Fitness tests—compare performances with previous ones and demonstrate improvement to achieve their personal best.

Gymnastics—make complex extended sequences; combine action, balance and shape.

Art: Improve their mastery of art and design techniques with different kinds of paint; identify and draw objects and use marks and lines to produce texture - **Article 29 & 31**

DT: join, assemble and combine components with precision; use a range of tools and equipment competently; evaluate appearance and function against original criteria.

RE: discuss what makes a good present; identify the presents received by Jesus; share experiences of giving and receiving; discuss the work of Samaritan's Purse and the Christmas shoebox appeal; explore how we can give gifts that are longer or everlasting; design a present that can't be bought (priceless) and explain their choice.

French: Christmas theme. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

PSHE/ British Values: Dealing with feelings

examining and exploring their own and others' feelings and emotions; knowing how to recognise, express and manage feelings in a positive and safe way; and recognising that feelings and emotions may change at times of change or loss. —**Article 2, 12, 28,**

Music: Develop skills in singing through breathing in the correct place when singing; perform in solo and ensemble contexts; learn carols for Christmas service; contribute and participate in year 5 carol concert; use 2Simple to create music to a well known song- **Article 29 & 31**