As **Mathematicians**, we will be looking at these key areas throughout the year: place value, addition and subtraction, multiplication and division and fractions. We will also be finding out about 2D and 3D shapes, time, measures, and statistics.

As **Geographers,** we will be developing our mapping skills to identify the world’s 7 continents and zooming in on Europe. We will use a variety of maps, globes, atlases and digital mapping to compare places and identify features. The children will learn about physical and human features and their properties when comparing the UK and France. They will develop the use of geographical vocabulary when talking about and describing landscapes. Children will be able to compare and contrast cultural and geographical features of Blackpool and La Rochelle to develop their understanding of life in France.

When learning about Biomes and Vegetation Belts, children will be able to describe the five main biomes worldwide: forest, grassland, desert, tundra and quantic. They will understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

As **Readers and Writers**, we will be studying texts throughout the year linked to our curriculum topics. We will be reading and writing non-fiction texts such as information, non-chronological reports and biographies- looking at the life of Floella Benjamin. Children will also be reading and exploring adventure stories, traditional tales and stories set in different countries. We will look at performance poetry and developing confidence when performing. We will also develop our reading, spelling and grammar skills through daily practice.

As **Scientists**, we will be using our investigative skills in the following key areas:

* Forces – the children will be able to explain the force of gravity acting between the Earth and a falling object, testing different objects and weights. They will be able to identify the effects of air resistance, water resistance and friction using a range of resources, that act between moving surfaces.
* Earth and Space- Children will be able to describe the movement of the Earth and other planets relative to the sun in the solar system, describing the movement of the moon relative to the Earth. Children to use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky with lots of visual resources such as torch and globes.
* Living things and their habitats- Children will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will also be able to describe the life process of reproduction in some plants and animals.
* Animals including the Life Cycle – Children will be able to describe the needs and changes of an animal understand their need for nourishment, food and survival.

In PSHE, we will continue to develop our own **personal, social and health education** through these topics: Healthy lifestyles, Keeping safe, Growing and Changing, Healthy Relationships, Rules, rights and responsibilities and Caring For The Environment.

As **Musicians**, we will be improving our singing and instrumental skills throughout the year. We will listen to a range of composers and respond to their compositions. We will also be interpreting instruments to sound like a water cycle.

As **Designers**, we will be planning, designing, making and evaluating a Tudor Rose using a range of materials.



As **Historians**, the children will learn about the Viking invasion and significant times in Black History and Tudors. They will explore the significance of all three eras. They will investigate through using different historical sources to collect information and evidence on the different periods. Children will chronologically reflect their learning through centuries, decade, years and time by organising a chronological time-line to mark out major points. In Black History, children will research and explore 4 different significant black people which have made an impact on life now, learning all about early life, education and what they did regarding Black History. Also when learning about Tudors, children will learn about the lifestyle, clothing, food, houses and famous Tudors.

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In **R.E,** we will learn about the different stories from the Bible and explore the meanings and values. We will learn about Christ’s birth and why it was such a special moment. We will be performing a Nativity for the whole school and parents based on all the information we have learnt about the true meaning of Christmas. Children will look at significant women in the bible who made incredible choices that make connections to belonging, purpose, truth and value and understand the importance of these women. Children will be able to worship in a variety of expressive ways including prayer, dance, compassion and self-sacrifice. Through the Easter period, they will explore the Easter story from the perspective of it being the story of Christ’s triumph and victory over death.

As **Artists,** we will be developing our techniques in drawing and painting, using our sketch books to record and revise ideas. We will look at human features and body shapes and explore through drawing mannequins. We will also look at the work of Claude Monte exploring paints and pastels.

As **Coders and Responsible users of ICT**, we will develop our knowledge and skills in programming. Through apps such as Espresso, we will learn how programs need precise instructions. Children will create a digital comic strip in the style of Hunchback of Notre Dame. They will use the technology purposefully to create, organise, store, manipulate and retrieve digital content. Children will be able to keep safe online and understand the right steps in doing so.

In **P.E.** this year, we will be swimming and working on team games. Children will focus on their swimming technique and skills by challenging their selves through weekly lessons. They will participate in team games, developing simple tactics for attacking and defending.