



# The Creative Learning Journey

## Is the world a treasure?

Wow Starter: The children will be collaborating to create some Creation inspired pieces that help to tell the Christian

Final Event: The children will creating a product for a pop-up-shop and a display that encourages people to live more a



### PSED & RELIGIOUS EDUCATION

**PSED Preparing to play an active role as citizens UK52**

- pa40 Adapt different roles, rights and responsibilities during discussions and debates about wider issues.
- pa43 Recognise the role of voluntary, community and pressure groups.

**PSED Developing confidence and responsibility and making the most of their abilities UK52**

- pc42 Talk, write and explain their views on issues that affect the global environment.
- pc44 Take action based on responsible choices.

**PSED Developing good relationships and respecting the differences between people UK52**

- pr33 Continue to greet and talk with a wider range of adults.

**RE - Learning From Religion UK52**

- rF37 Discuss and express their own and others' views of religious truth and beliefs including concern.

**Learning About Religion UK52**

- ra47 Identify and describe similarities and differences within and between religions.
- ra48 Investigate and evaluate the significance of religion in the local, national and global communities.
- ra50 Describe and begin to understand religious and other responses to ethical and ultimate questions.
- ra52 Use and interpret information about religions from a range of sources including ICT and religious texts.

We will use the picture book "Window" by Jeanine Baker to show the world being changed or damaged by man. How did the change in environment make the children feel? We will be exploring the creation stories in the Quran and the Bible and identifying how they are similar and different. The children will be responding to the Christian biblical accounts of creation (Genesis 1-2) in a number of ways. Then we will go onto thinking about stewardship of the World and exploring the following questions

Does holding a belief affect the way people behave? If so how? Does a belief in "creation" always result in the same response to an issue? Does belief in a creator God really make a difference to the way people treat the environment? Should it make a difference? What difference do the children think it should make? Do people have to believe that God made the world to care about it? What other motivation could there be?

**English**

We will begin the term with a poetry focus. The children will study a number of poems in Guided Reading and then write a series of poems based on God's creations. We will be reading 'Bright greens Earth Quality Control' leaflet that persuades children to live a more sustainable life. The children will then go onto write a persuasive piece of writing persuading their parents to live a more sustainable life. The piece will use persuasive techniques to engage with the reader and identify ways in which they can lead a 'greener' life. The writing will also provide background facts and figures that have been researched using a variety of sources. Finally we will write a set of instructions to guide someone in making a product from recycled materials.

**Maths**

In maths this term we will be covering a range of new skills, and revising some skills we have already seen.

This includes:

**Algebra**  
**Time**  
**Percentages, fractions and decimals**  
**Negative numbers**  
**Multiplication and division**  
**Addition and subtraction**  
**Multiplying and dividing fractions**

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**Art and Design**

During Art and Design, we will be creating a product from recyclable materials. This product will be created with the purpose of selling in a pop-up shop at the end of term. As product designers, we will be considering the purpose and function of the product. We will start with preliminary sketches and market research, later developing our product making it both functional and aesthetically pleasing.

**In Music, we will continue working alongside Mr Probert and Mrs Williams to develop our musical vocabulary and widening our music experiences.**

**PE**

This term we will be playing Tag Rugby with Club Energy. Children will learn attacking and defending skills and how to pass accurately.

Year 5 will also be doing gymnastics, where they will learn how to perform fluent gymnastics sequences to demonstrate control and balance.

### MATHEMATICS AND COMPUTING

**Number - number and place value UK52**

- m182 solve number problems and practical problems that involve all of the above.

**Number - addition and subtraction UK52**

- m164 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- m165 add and subtract numbers mentally with increasingly large numbers
- m166 use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- m167 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

**Number - multiplication and division UK52**

- m171 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- m172 multiply and divide numbers mentally drawing upon known facts
- m173 divide numbers up to 4 digits by a one-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- m174 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- m175 solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- m177 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- m178 solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Number - fractions (including decimals and percentages) UK52**

- m182 add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- m183 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- m184 read and write decimal numbers as fractions (for example, 0.71 = 71/100)
- m189 recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- m190 solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 3/5 and those fractions with a denominator of a multiple of 10 or 25.

**Measurement UK52**

- m192 convert between different units of metric measure (for example, kilometre and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre)
- m196 solve problems involving converting between units of time
- m197 use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling

**Number - number and place value UK52**

- ca93 I understand that some sources are biased

### PHYSICAL EDUCATION

**UK52**

- pe12.1 I can play competitive net, striking, fielding and invasion games
- pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply them

pe13.1 I can perform fluent gymnastics sequences to demonstrate my control and balance

m181 solve number and practical problems that involve all of the above.

**Number - addition, subtraction, multiplication and division UK52**

- m214 multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- m215 divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context
- m216 divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- m217 perform mental calculations, including with mixed operations and large numbers
- m219 use their knowledge of the order of operations to carry out calculations involving the four operations
- m220 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- m221 solve problems involving addition, subtraction, multiplication and division
- m222 use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

**Number - fractions (including decimals and percentages) UK52**

- m226 multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, 1/4 x 1/2 = 1/8)
- m227 divide proper fractions by whole numbers (for example, 1/3 ÷ 2 = 1/6)
- m228 associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8)
- m229 identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- m230 multiply one-digit numbers with up to two decimal places by whole numbers

**Algebra UK52**

- m238 use simple formulae
- m239 generate and describe linear number sequences
- m240 express missing number problems algebraically
- m241 find pairs of numbers that satisfy an equation with two unknowns
- m242 enumerate possibilities of combinations of two variables.

**Measurement UK52**

- m243 solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- m244 use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places

**UK52**

- ca93 I understand that some sources are biased

### OUTDOOR LEARNING

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Year 5 will continue to have weekly SkillForce sessions, and develop their teamwork and communication skills.

Year 6 will be working in the garden and creating a number of projects to develop their stewardship of God's Creation.

We will be exploring what different faiths believe about creation and demonstrate respect and tolerance for other people's beliefs.

### LITERACY

**Reading - word reading UK52**

- e200 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

**Reading - comprehension UK52**

- e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e203 reading books that are structured in different ways and reading for a range of purposes
- e205 recommending books that they have read to their peers, giving reasons for their choices
- e207 making comparisons within and across books
- e217 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- e218 distinguish between statements of fact and opinion
- e221 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- e222 provide reasoned justifications for their views.

**Writing - composition UK52**

- e233 plan their writing by:

- e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- e235 noting and developing initial ideas, drawing on reading and research where necessary
- e237 draft and write by:
- e238 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- e240 proofreading longer passages
- e241 using a wide range of devices to build cohesion within and across paragraphs
- e242 using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- e243 evaluate and edit by:

**Writing - vocabulary, grammar and punctuation UK52**

- e251 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- e252 using passive verbs to affect the presentation of information in a sentence
- e253 using the perfect form of verbs to mark relationships of time and cause
- e260 using hyphens to avoid ambiguity
- e263 using a colon to introduce a list
- e264 punctuating bullet points consistently

### EXPRESSIVE ARTS AND DESIGN

**UK52**

- ad16 I can show in my sketch book how I have developed techniques and ideas

**Design UK52**

- d155 I can talk about my product and explain my design ideas and where they came from
- d156 I can tell you for whom I have designed my product and why I think my product would be useful to them
- d157 I can communicate my ideas through annotated sketches
- d158 I can communicate my ideas through cross-sectional and exploding diagrams
- d159 I can make a model of my design

**Make UK52**

- dt62 I can select and use appropriate tools and techniques for my product
- dt63 I can measure, mark, cut and shape a range of materials accurately
- dt64 I can join, assemble and combine components with precision
- dt65 I can use appropriate finishing techniques to strengthen and improve the appearance of my product

**Evaluate UK52**

- dt68 I can talk about existing products similar to my own
- dt70 I have asked for the views of others, especially the intended users, to help to improve my design