



**The London  
Acorn School**

Curriculum Plan  
Oak – Spring 1

# Programmes of Study



Class/ Year class 5 year 6 Term Spring First half term

## Unit title : WONDERFUL WORLD

Literacy Genres Explanations: *Extreme Animals [Babcock], Nicola Davies (2 weeks)* Detective Stories: *The Falcon's Malteser, Anthony Horowitz (3 weeks)*

Formal/Impersonal Writing: *Babcock persuasive texts (2 weeks)* Authors & Texts: *Wonder, R.J. Palacio (3 weeks)*

Reading Enhancements *King of the Cloud Forest, Michael Morpurgo*

### Literacy

- Writing for Purpose
- Note Taking for Information Pieces  
Information Pieces – Mountains Around the World  
Descriptive – Preparing to Reach the Summit
- Grammar
- To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines  
To identify, understand and form complex sentences through, e.g.:  
Using different connecting devices  
Reading back complex sentences for clarity of meaning, and adjusting as necessary  
Evaluating which links work best  
Identifying main clauses  
Using appropriate punctuation
- Spelling
- ure  
-tion  
-sion  
-ssion
- Comprehension

### Maths

- Number and place value
- Read and write numbers with up to 7-digits, understanding what each digit represents
  - compare and order numbers with up to three decimal places
  - work systematically to find out how many numbers round to 500000
  - factors and multiples
  - prime numbers
- Written Addition and Subtraction
- word problems
  - solve subtraction of 5-and 6-digit numbers using written column method- n method
  - solve addition of 4-to 7-digit numbers using written column addition;
  - solve subtraction of 5-, 6-and 7-digit numbers using written column method (decomposition)
- Decimals, percentages and their equivalence to fractions  
Fractions, ratio and proportion
- know common fraction / decimal equivalents
  - multiply pairs of unit fractions and multiply unit fractions by non-unit fractions
- Multiplication of decimals and fractions  
Mental Multiplication and Division
- Multiply and divide by 10, 100 and 1000
- Written multiplication and division

(extend vocabulary; inference; predict; explain; retrieve; summarise)

Ben Nevis

Mount Everest

The Man Who Bought a Mountain

- Use partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers
- multiply numbers with two decimal places
- use short multiplication to multiply amounts of money
- use estimation to check answers to calculations
- use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 30

- use long division to divide 3-and 4-digit numbers by 2-digit numbers, giving remainders as a fraction

Problem solving, reasoning and algebra

- identify patterns in the number of steps required to generate palindromic numbers;

Geometry: properties of shapes

- 2D shapes (quads and circles)

diagonals and interior angles

classify and identify properties of quadrilaterals

explore how diagonal lines can bisect quadrilaterals

understand what an angle is and that it is measured in degrees

know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles

recognise and identify the properties of circles and name their parts

draw circles using pairs of compasses; draw polygons using a ruler and a protractor

- Angles

Mental addition and subtraction

**Art**

### **DRAWING & PAINTING**

- Drawing detailed habitats and scenes on which we can place animals in the second half term.
- Interpret the work of Nicholas Roerich and use it as a basis for own work
- Explore the use of curved lines and slopes to illustrate the horizon line as a basis for a landscape
- Combine the use of more than one line and slope that meets in the middle to create visual mountain layers
- Use jagged lines to illustrate peaks and ridges
- Use several overlapping, jagged lines in the background to indicate multiple mountain peaks rather than individual ones
- Use scale and proportion to indicate distance and size
- Explore the use of curved lines to indicate slopes on mountains and wavy lines to indicate snow caps

**Humanities**

- Geography
  - Know how mountains are formed and the definition of a mountain
  - Locate of world's major mountain ranges by continent and country using maps, plans and globes
  - Learn the names and locations of some of the world's most famous mountains
  - Investigating the physical and human features of Mount Everest (height, location, climate, land patterns)
  - Investigate why it is that mountains have their own climate
  - Exploring climate data for Ben Nevis and Everest and compare
  - Interpreting the impact of a mountain climate on the mountain environment
  - Explore why mountains such popular tourist destinations
- Discuss the positives and negatives of tourism in mountain environments: economy, transport, pollution, danger to wildlife, etc.

	<ul style="list-style-type: none"> <li>• Add detail such as trails, rocks, rivers, trees, figures to demonstrate distance</li> </ul> <p>Select a range of media and techniques to depict the colour and tone of a mountain range landscape based on own intentions and ideas</p>		
<b>Relationships and Health</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about government and parliament</li> <li>• recognise things appropriate to share and things that should not be shared on social media; rules around distributing images</li> </ul> <p>about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<b>Forest School</b>	<ul style="list-style-type: none"> <li>• Observe lichens, fungi -simple plants, symbiosis. Make bender shelters, bowline knot. Uses of forked branches for hooks, supports etc. Woodland structure – 2D or 3D ground art version.</li> <li>• Pupils identify more flora and fauna, consider needs of fauna and undertake projects for these.</li> <li>• Use tools with more confidence, make simple knots.</li> <li>• Widen scientific vocabulary and work well as a class team.</li> <li>• Children expand their environmental awareness in terms of conservation of the Morden Hall Park.</li> <li>• Children taken on leadership roles with Forest school days with younger children</li> </ul>
<b>Design and technology / Woodwork</b>	<p>Wood work projects connected in addition to projects derived from pupil interests</p>	<b>Science</b>	<p><b>LIVING THINGS AND THEIR HABITATS</b></p> <ul style="list-style-type: none"> <li>• Research the work of Carl Linaeus, a pioneer for classification.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> <li>• Classify living things into groups according to observable characteristics incl. microorganisms, plants and animals.</li> <li>• Define adaptation and explore how mountain animals and plants have adapted to suit their environment (Mt Everest &amp; Ben Nevis).</li> </ul>
<b>Religious Studies</b>	<p>Inspirational People</p> <ul style="list-style-type: none"> <li>• Pupils to research inspirational people for example Gandhi, Malala, martin Luther King, Mother Theresa.</li> <li>• Pupils to complete a research project and presentation on their chosen person</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>• <b>ATHLETICS</b></li> <li>• Can apply variety of speeds for different running lengths and review own performance. Can perform different types of jumps with standing and running take off to land with balance and control. Can send different objects correctly to gain distance, accuracy and improve performance, taking measurements and recording.</li> </ul> <p><b>SPORTSMANSHIP &amp; INVASION</b></p> <ul style="list-style-type: none"> <li>• Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding, whilst applying skills Receive a ball and incorporate sending to a team member or shoot at a target. Apply attacking and defending principles simple strategies and tactics. Work in a small team to apply FSS's and SSS's in game play.</li> </ul>

## French

- To be able to say what chores we do at home
- Write our daily chores in French
- To express our opinions about hobbies
- To extend our opinions by explaining why we like something
- To write our own diary extracts in French
- Recap times in French
- To re-cap what has been learned

## Music

### Music

- Pupils will develop their performing, composing and listening skills
- Pupils will learn about the interrelated dimensions of music
- Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.
- Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.
- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

### Exploring Sound Ideas

- Dynamics
- Duration
- Tempo
- Pitch
- Timbre
- Texture
- Structure
- Singing

## Trips and/ or events

## ICT

- Plan the process needed to investigate the world around me.
- Select the most effective tool to collect data for my investigation.
- Check the data I collect for accuracy and plausibility.
- Interpret the data I collect.
- Present the data I collect in an appropriate way.

Use the skills I have developed to interrogate a database.

Children will learn:

- about benefits of rationing time spent online and impact of positive and negative content online on their own and others' mental and physical health and wellbeing
- why social media and some online games are age restricted
- how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted