



**China**

**Panthers**

## Science

### Living Things and their Habitats (including micro- organisms)

Sort and group animals based on their features, describe Carl Linnaeus and development of the classification system, place animals into certain groups, name types of micro-organism, investigate harmful micro-organisms, investigate fungi, bacteria and viruses, know that micro-organisms bring about decay, know that micro-organisms feed and grow, understand that food needs to be handled and stored with care, explain conclusions, make observations and comparisons.

## PE

Children will work on their dynamic balance;  
Fluidity and minimum wobble, staying on the line with head up, opposite arm and leg driving forwards.  
They will also work on their ball handling;  
Able to work ball in both directions, smooth movements with the ball, fluidity when changing hands.

## Maths

### **Multiplication and division**

Efficient multiplication  
Multiply 2 and 3 digits by 1-digit  
Multiply 4-digits by 1-digit (Y5)  
Multiply 2, 3 and 4-digits by 2-digits (Y5)  
Divide 2 and 3-digits by 1-digit  
Divide 4-digits by 1-digit (Y5)  
Divide with remainders (Y5)

### **Fractions**

Equivalent fractions  
Fractions greater than 1  
Count in fractions  
Improper to mixed (Y5)  
Mixed to improper (Y5)  
Number sequences (Y5)  
Compare and order (Y5)  
Add 2 or more fractions  
Add fractions within 1 (Y5)  
Add 3 or more fractions (Y5)  
Add mixed numbers (Y5)  
Subtract 2 fractions  
Subtract from whole amounts  
Subtract up to 2 mixed numbers (Y5)  
Multiply unit and non-unit fractions (Y5)  
Multiply mixed numbers (Y5)  
Calculate fractions of a quantity  
Using fractions as operators (Y5)

## **Decimals**

Tenths and Hundredths  
Halves and quarters  
Decimals up to 2 d.p. (Y5)  
Decimals as fractions (Y5)  
Percentages as fractions and decimals (Y5)  
Thousandths (Y5)  
Divide 1 and 2-digits by 10 or 100  
Multiply and divide decimals by 10, 100 and 1000 (Y5)  
Make a whole  
Adding and subtracting decimals within 1 (Y5)

## English

### Reading

Drawing inferences, justifying with evidence. Checking for sense & exploring the meaning of new words. Identify language, structure & presentation.

### Writing

Persuasive, biography, extended narrative, balanced argument & poetry.

## Music

Children will explore the work of Ravi Shankar. They will learn to listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble, learn musical language appropriate to the task, improvise and compose music and listen with attention to details and recall sound with increasing aural memory.

## History

Find out what the Shang Dynasty is, when they ruled and what we know about them, find out about the first and last king of the Shang rulers, investigate life for ordinary people during the Shang Dynasty, explore the early Chinese writing and number system.

## Geography

### The Shang Dynasty

Locate China on a map and identify its regions and major cities, investigate the Yellow River and or The Yangtze River, find out about the great Wall of China, find out how the Shang farmers provided food.

## Computing

Children will look at using Logo to draw objects, fill in shapes with colours and use procedures to write code that is maintainable and readable.

## Art and DT

Explore the theme of dragons in Chinese art, learn how to draw dragons, explore Chinese art as a linear form and study the 'Four Gentlemen' – Orchid, chrysanthemum, bamboo and plum blossom. Explore calligraphy, find about the Terracotta Army, using shading to draw a soldier.

To investigate regional food, find out about the four great inventions of China; gunpowder, paper, compasses, moveable type-printing.

## RE

Hinduism— children will look at Hindu places of worship, deities and scriptures.

Buddhism— children will look at the deity and key figure, places of worship and the holy book.

## PSSE

### Say No to Bullying

To understand how rumour-spreading and name-calling can be bullying behaviours; to explain the difference between direct and indirect types of bullying; to explain some of the ways in which one person (or group of people) can have power over another; to know some of the reasons why people use bullying behaviours; to know some ways to encourage children who use bullying behaviours to make other choices; to know a range of strategies to manage feelings in bullying situations, and for problem solving when involved in one.