

# YEAR 5 - SPRING 1



English		Maths	
<b>Fiction:</b> 'The Adventures of Odysseus' - Hugh Lupton and Daniel Morden <b>Non-Fiction:</b> Persuasive Writing <b>Poetry:</b> -		<i>See Maths Plan</i>	
Science	Computing	History	
<u><b>Key Question/Theme:</b></u> <i>May the Forces be with you!</i>	<u><b>Key Question/Theme:</b></u> <i>What's a blog and why is it useful?</i> <i>(Communication &amp; Collaboration)</i>	<u><b>Key Question/Theme:</b></u> <i>Who made the Vikings successful?</i>	
<u><b>Key Skills:</b></u> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• Recognising that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<u><b>Key Skills:</b></u> <ul style="list-style-type: none"> <li>• Understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behavior.</li> <li>• Identifying a range of ways to report concerns about content and contact.</li> </ul>	<u><b>Key Skills:</b></u> <ul style="list-style-type: none"> <li>• <u>Using chronological knowledge</u> Applying correct spaces on the timeline indicating the time in history,</li> <li>• <u>Understanding of history</u> Researching key information about Viking pagan religion using internet,</li> <li>• <u>Using historical enquiry</u> Analysing a period of history.</li> <li>• <u>Developing cross curricular links</u> Designing Viking ship using specialist Art resources.</li> </ul>	
PSHE	RE		Art & Design
<u><b>Key Question/Theme:</b></u> <i>Living in the Wider World</i>	<u><b>Key Question/Theme (Continued from Spring 1)</b></u> <i>Sikhism</i>		<u><b>Key Question/Theme:</b></u> <i>Viking Art</i>

<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> <li>• <b>Career</b> (including enterprise, employability and economic understanding)</li> </ul>	<p><b>Key Skills:</b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understanding beliefs and teachings</li> <li>• Explaining the practises and lifestyles involved in belonging to the Sikh faith.</li> <li>• Explaining how religious beliefs shape the lives of individuals and communities.</li> <li>• Recognising and expressing feelings about their own identities and relate these to religious beliefs or teachings.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning about great artists, architects and designers in history.</li> <li>• Continuing to create a sketch books to record their observations and using to revisit ideas.</li> <li>• Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul>
<b>Music</b>	<b>French</b>	<b>PE</b>
<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>French</i></p>	<p><b>Key Question/Theme:</b></p> <p style="text-align: center;"><i>PE Skills &amp; Games (Specialist Teacher)</i></p>
<p><b>Key Skills:</b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvising and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listening with attention to detail and recall sounds with increasing aural memory</li> <li>• Using and understanding staff and other musical notations</li> <li>• Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Developing an understanding of the history of music.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading carefully and showing an understanding of words, phrases and simple writing.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, throwing and catching in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance.</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>