

YEAR 5 - SPRING 2



| English | | Maths | |
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| Fiction: 'Skellig' - David Almond Non-fiction: Discussion Texts 'Who are Refugees and Migrants?' by Michael Rosen & Annemarie Young | | Maths planning is based on the Collins 'Busyant' scheme of work. | |
| Science | Computing | Geography | |
| Key Question/Theme: Properties and Changes of Materials | Key Question/Theme: Online Safety | Key Question/Theme: Why is Italy a great country to live in? | |
| Key Skills: <ul style="list-style-type: none"> Comparing and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Knowing that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Giving reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrating that dissolving, mixing and changes of state are reversible changes. Explaining that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Key Skills: <ul style="list-style-type: none"> Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Key Skills: <ul style="list-style-type: none"> <u>Developing contextual knowledge of the location</u> - Researching key information about Italy. <u>Human and physical characteristics</u> - Finding differences between physical and human characteristics in Italy <u>Knowledge of global climates</u> - Learning how Italian climate differs to UK <u>Developing cartography skills</u> - Drawing Italian map with accuracy. | |
| PSHE | RE | | DT |
| Key Question/Theme: Living in the Wider World (Continued from Spring 1) | Key Question/Theme: Sikhism (Continued from Spring 1) | | Key Question/Theme: Italian Cooking |
| Key Skills: <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) | Key Skills: <ul style="list-style-type: none"> Understanding beliefs and teachings Explaining the practises and lifestyles involved in belonging to the Sikh faith. | | Key Skills: <ul style="list-style-type: none"> Understanding and applying the principles of a healthy and varied diet. Understanding seasonality, and knowing where and how |

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| <ul style="list-style-type: none"> • Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • Career (including enterprise, employability and economic understanding) | <ul style="list-style-type: none"> • Explaining how religious beliefs shape the lives of individuals and communities. • Recognising and expressing feelings about their own identities and relate these to religious beliefs or teachings. | <p>a variety of ingredients are grown, reared, caught and processed.</p> <ul style="list-style-type: none"> • Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques. |
| Music | French | PE |
| <p>Key Question/Theme: <i>Music is taught by a specialist teacher</i></p> | <p>Key Question/Theme: <i>beach scene</i></p> | <p>Key Question/Theme: <i>PE Skills & Games (Specialist Teacher)</i></p> |
| <p>Key Skills: Pupils will be able to:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and compose music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. | <p>Key Skills:</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; seek clarification and help. • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Present ideas and information orally to a range of audiences. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms and how these differ from or are similar to English. • Read carefully and show understanding of words, phrases and simple writing. • Develop accurate pronunciation and intonation. | <p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best. |

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.