

Year group: 5 Term: Spring 2

Focus Subject: History

BIG Question: How hard was it to invade and settle in the Britain?



Educate
Protect
Love
Serve

Key Vocabulary:

cause evidence
settlement
Change invasion
Consequence primary source

Practise at Home:

Homework grid
Spellings
Maths and English tasks weekly
Maths flex

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Residential Flag Ceremony

Relationships and Health Education: Continuing from the NSPCC resources used in LKS2, this session presents the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses children making safe and sensible decisions about what content to share or not share, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will devise rules to remember to keep themselves safe.

As Musicians, we will: This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

DT: As designers, we will:

DT; Pulleys
Exploring a variety of ways to help move something from one place to another. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users - critique, evaluate and test their ideas and products and the work of others - understand and apply the principles of nutrition and learn how to cook.

Science: As scientists, we will:

Living things and their habitats - describe the life process of reproduction in some animals.

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (fair tests, comparative tests, observation over time, research, pattern seeking)
- select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- make their own decisions about what observations to make, repeat readings and learn about reliability



English: As readers and writers, we will:

Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

RE: as theologians, we will:

describe what happens at either the Sacrament of Reconciliation or the Sacrament of the Sick and explain what a sacrament is.



make links between the work of one organisation and the corporal works of mercy.

PE: As athletes, we will:

Can you create space and make good decisions when to pass, dribble or shoot to make the most points for your team and change your position within team formation?
Can you decide when it is best to pass around the defenders or take them on, and can you play a position in a team?

Maths: As mathematicians, we will:

children's understanding of decimals, fractions and percentages. Children will develop fluency with common decimals, fractions and percentages, and will learn a range of strategies to convert between equivalent decimals, percentages and fractions. This will prepare children for more complex work with decimals, fractions and percentages in future units.

children with numerical strategies to calculate the perimeter and area of polygons, squares, rectangles and other rectilinear shapes. They will be introduced to simple formulae such as perimeter = 2 x (length + width) and area = length x width. Application of these methods will include working inversely and using a systematic approach to find rectangles with a given perimeter or area.

Geography: As geographers, we will:

N/A this half term

Computing: As programmers, we will:

Learners will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. Learners will begin by explaining what the medium of video is before analysing and comparing examples of videos.

Art

N/A this half term

MFL: As linguists, we will learn:

Saying what I and others do. Saying how many and describing things Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)

History: As historians, we will:

Learn to ask high-quality historical questions. Locate key periods on a timeline; showing how they overlap. Use a map showing 5th Century cemeteries, testing hypothesis and producing their own hypothesis. Make use of local examples of Saxon churches. Learn that historians have to be careful when using sources; some deliberately exaggerate and have been written for a particular purpose. A lack of sources can distort our view of the past. That historians' interpretations can give too positive a view of a person in history if they use sources uncritically.

Dates	W/C 25 th Feb	W/C 3rd March	W/C 10th March	W/C 17thMarch	W/C 24 th March	W/C 31 st March
Events	Library visit Y5			RESIDENTIAL		
Class novel: Whole class reading	Finish - The Boy in the Tower Exploring Space - non-fiction - Pathways	Finish - The Boy in the tower Exploring Space - non-fiction - Pathways	Holes Exploring Space - non-fiction - Pathways	Exploring Space - non-fiction - Pathways	Holes Exploring Space - non-fiction - Pathways	Holes Exploring Space - non-fiction - Pathways
Genre:	Fiction – finding tale	Fiction – finding tale			Sports commentary	Sports commentary
English	Text: The Viewer HOOK LO: to sequence events in a narrative LO: to write a character description using multi-clause sentences LO: to write a multi-clause sentences including metaphors Features Action and role play	Text: The Viewer LO: to write a setting description using multi-clause sentences LO: to use parenthesis, expanded noun phrases and ISPACE to write the next section of the story Box up Plan Change elements of model text	Text: The Viewer Plan First draft Edit Final draft		Diving Giraffes Literacy shed. Sports commentary	Diving Giraffes Literacy shed. Sports commentary
Spelling	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed	Spelling shed
Grammar	GPS Focus Fronted adverbials Possessive apostrophes	GPS Focus Descriptive writing Opinion and facts Time conjunctions Inverted commas	GPS Focus Determiners Simple, compound and complex sentences Coordinating conjunctions Subordinating Conjunctions	GPS Focus Subordinate clauses Relative clauses Parenthesis	GPS Focus Commas for clarity Cohesive devices	GPS Focus
Maths	END OF UNIT Assessment Unit 9: Decimals and percentages Thousandths on a place value grid Compare and order decimals – same number of decimal places Compare and order any decimals with up to 3 decimal places	Unit 9: Decimals and percentages Round to the nearest whole number Round to one decimal Understand percentages Percentages as fractions and decimals equivalent fractions decimals and percentages	END OF UNIT Assessment Perimeter of rectangles Perimeter of rectilinear shapes Learning focus 1 Perimeter of rectilinear shapes Learning focus 2 Perimeter of polygons		Area of rectangles 1 Area of rectangles 2 Area of compound shapes Estimate area	REVIEW INTERVENTIONS

<p>Science animal life cycles</p>	<p>LO: to name and group a wide variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p>	<p>LO: to describe the stages in the life cycle of different mammals</p>	<p>LO: to describe the differences in the life cycles of different birds.</p>	<p>LO: to describe the stages in the life cycle of different amphibians.</p>	<p>LO: to describe the stages in the life cycle of different insects.</p>	<p>LO: to use information to predict the gestation periods of different animals.</p>
<p>RE</p>	<p>describe what happens at either the Sacrament of Reconciliation or the Sacrament of the Sick and explain what a sacrament is.</p>	<p>make links between the work of one organisation and the corporal works of mercy.</p>	<p>describe how Peter betrayed Jesus and how this made him feel.</p>			
<p>Music</p>		<p>Musicianship options listening</p>	<p>singing playing</p>	<p>Composing and improvising</p>	<p>Performing</p>	
<p>Reading pathways</p>	<p>Exploring Space - non-fiction - Pathways</p>	<p>Exploring Space - non-fiction - Pathways</p>	<p>Exploring Space - non-fiction - Pathways</p>		<p>Exploring Space - non-fiction - Pathways</p>	<p>Exploring Space - non-fiction - Pathways</p>

<p style="text-align: center;">DT</p>	<p>.Session 1:</p> <p>Exploring existing products</p> <ul style="list-style-type: none"> - Explore a variety of images/objects that use gears or pulleys- what is the function of gears and pulleys in these mechanical systems? To make work easier e.g. gears: non-digital clocks, vehicles, drills, manual can openers and bicycles. Pulleys: wells, elevators, construction vehicles. Discuss similarities and differences between the two. Work out which mechanism each object uses and what the effect is? Which direction do they move? <p>Vocab: pulley, gear, direction, speed, rotation</p>	<p>Session 2:</p> <p>Practising skills</p> <ul style="list-style-type: none"> - Experiment creating a pulley using simple designs e.g. A pulley system to move a marble in a plastic cup from one table to another. - Experiment using and making gears, ensure measurements are accurate. 	<p>Session 3:</p> <p>Designing</p> <ul style="list-style-type: none"> - Design: Can you design a product ensuring it includes pulleys or gears? - Generate innovative ideas by carrying out research using web-based resources. - Innovation: Have you considered how to make the project different and better than others of the same kind? - Data: What does the research into existing products show is required for your product? - Develop a simple design specification to guide their thinking, this should consider: Who is the intended user and what is the purpose of the mechanical system? What materials will you use? How will it be joined? How will it move, which direction, how fast/slow? How will it be finished? Which product will the mechanical system be part of? E.g. fairground ride. - Present ideas through annotated sketches and exploded diagrams from different views. - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans. - Individual liberty – children are encouraged to make their products different and unique. 	<p>Session 4:</p> <p>Making</p> <ul style="list-style-type: none"> - Select from and use a range of tools and equipment to make products that are accurately assembled and well finished: cardboard, elastic bands, paper, glue, scissors. - Ensure the designs are followed and the design criteria is considered throughout. - Test regularly to make any necessary changes are they go along. - Ensure the product is finished to a high standard to make it appealing. - Resilience – during the entire making process, we discuss keeping on trying and never giving up even if the task gets tricky. <p>Vocab: pulley, gear, direction, speed, rotation</p>	<p>Session 5:</p> <p>Evaluating</p> <ul style="list-style-type: none"> - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Test to see if they move in the right direction and rotation? Do they move at the right speed? Could the intended user use the product effectively? - Consider the views of others to improve their work. What do the other children in the class think? What does the intended user think? - Evaluate: Did the product have an input, process and output? What are the areas of strength and improvement? - Functionality: Does the product work for the intended purpose and compare well with the design specification? Is the product appealing to the eye? - Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work. <p>Vocab: evaluate</p>	
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PE	Tri golf - Football	Tri golf - Football	Tri golf - Football	Tri golf - Football	Tri golf - Football	Tri golf - Football
Computing				<p>Creating a paper-based database</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/creating-a-paper-based-database Computer databases</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/computer-databases</p>	<p>Using a database</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/using-a-database</p> <p>Using search tools</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/using-search-tools</p>	<p>Comparing data visually</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/comparing-data-visually</p> <p>Databases in real life</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases/databases-in-real-life</p>
History ANGLO-SAXONS	Lesson 1: LO: to understand why the Anglo-Saxons invaded Britain.	Lesson 2: LO: to identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	Lesson 3: LO: to make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	Lesson 4: LO: to understand how Anglo-Saxons converted to Christianity.	Lesson 5: LO: to create an interpretation of Alfred the Great.	Lesson 6: LO: to understand how Anglo-Saxon rule ended.
PSHE/ RSE	Sharing Isn't Always Caring	Session 2: Cyberbullying	Session 3: Types of Abuse	Session 4: Impacted Lifest	Session 5: Making Good Choices	Session 6: Giving Assistance