Year 5: Spring Term (First Half)			
English <ul> <li>Poetry – William Blake: 'The Tyger'</li> <li>Narrative writing</li> <li>Descriptive writing</li> <li>Reading:         <ul> <li>'No Ballet Shoes in Syria'</li> <li>'The Boy in the Tower'</li> </ul> </li> </ul>	PSHE (Jigsaw) <u>Dreams and Goals</u> • When I grow up • Investigate jobs and careers • My dream job, and steps to get there • Dreams and goals of people from other cultures • How can we support each other • Rallying support	Art <u>Surface and Colour</u> • To know the artists use colour to create atmosphere • To demonstrate a secure knowledge of primary, secondary, warm and cold colours • To illustrate an understanding of contrasting and complementary colours • To make and discuss hue, tint, shade, and mood • To discuss how colour can be used to express idea, feeling, and mood	
Maths <ul> <li>Short multiplication</li> <li>Long multiplication</li> <li>Short division</li> <li>Multi-step problems</li> <li>Equivalent fractions</li> <li>Adding and subtracting with different denominators</li> </ul>	RE  • What would Jesus do?	Design Technology	
Science     To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Geography • What is London like?	Music (Kapow) South and West Africa • To sing using correct pronunciation with increasing confidence • To play a chord with two notes remaining in time • To maintain their part in a performance with accuracy • To play more complicated rhythmen time, and with rests	
Computing <ul> <li>To explain that computers can be connected together to form systems</li> <li>To recognise the role of computer systems in our lives</li> </ul>	History	PE <u>Basketball</u> • To dribble, pass, receive and shoot a basketball under pressure • To communicate with my team and move into space to keep possession and score	

<ul> <li>To recognise how information is transferred over the internet</li> <li>To explain how sharing information online lets people in different places work together</li> <li>To contribute to a shared project online</li> <li>To evaluate different ways of working together online</li> </ul>		<ul> <li>To use tracking and intercepting when playing in defence</li> <li><u>Fitness</u></li> <li>To collect, record and analyse scores to identify areas where I have made the most improvement.</li> <li>To choose the best pace for a running event and maintain speed.</li> <li>To encourage and motivate others to work to their personal best.</li> <li>To identify how different activities can benefit my physical health.</li> <li>To work with others to manage activities</li> </ul>
Year 5: Spring Term (Second Half)		
English <ul> <li>Narrative writing</li> <li>Descriptive writing</li> <li>Reading:         <ul> <li>'No Ballet Shoes in Syria'</li> <li>'The Boy in the Tower'</li> </ul> </li> </ul>	PSHE (Jigsaw) Healthy Me • Smoking • Alcohol • Emergency aid • Body image • My relationship with food • Healthy me	Art
Maths <ul> <li>Multiplying fractions by a whole number</li> <li>Comparing and ordering fractions</li> <li>Fractions of an amount</li> <li>Converting mixed to improper (and vice versa)</li> <li>Fractions as operators</li> <li>Comparing and ordering</li> <li>Rounding decimals</li> <li>Equivalent fractions and decimals</li> <li>Understanding thousandths</li> </ul>	RE <ul> <li>What did Jesus do to save human beings?</li> <li>Year 5 Easter Service</li> </ul>	<ul> <li>Design Technology <u>Structures and Embellishments</u></li> <li>To explain the aspects of ACCESS FM - Aesthetics, Size, Function &amp; Materials and how I have addressed them.</li> <li>To show how I have cut and molded my mask to fit my face size &amp; shape.</li> <li>To explain why I have chosen certain materials as embellishments and why they are appropriate and as close to authentic as possible.</li> <li>To use the comments from my peers to help me develop my design.</li> <li>To made a clear step by step guide to make my mask.</li> <li>To evaluate my mask using ACCESS FM and the comments of my peers.</li> </ul>

<ul> <li>Science</li> <li>To compare and group together everyday materials on the basis of their properties</li> <li>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>To use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</li> <li>To demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>To explain that some changes result in the formation of new materials, and that this kind of change is usually irreversible</li> </ul>	Geography	Music (Kapow) <u>Musical Theatre</u> • To explain what musical theatre is, and be able to recall at least three features • To categorise songs as action or character • To select appropriate existing music to tell the story of a journey • To perform in time with groups, ensuring smooth transitions between dialogue, singing and dancing
Computing <ul> <li>Vector drawing</li> </ul>	<ul> <li>History</li> <li>What role did the monarchy play during the Tudor period?</li> <li>How does Arundel Castle help to explain the events of the Tudor period?</li> </ul>	PE Football • To dribble, pass, receive and shoot a football under pressure • To communicate with my team and move into space to keep possession and score • To use tracking and intercepting when playing in defence <u>Gymnastics</u> • To create and perform sequences using apparatus - individually and with a partner. • To use canon and synchronisation, and matching and mirroring • To use strength and flexibility to improve the quality of a performance