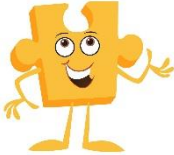




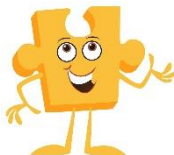




## Year 5: Spring Term (First Half)

<p style="text-align: center;"><b>English</b></p> <ul style="list-style-type: none"> <li>Poetry – William Blake: 'The Tyger'</li> <li>Narrative writing</li> <li>Descriptive writing</li> <li>Reading: 'No Ballet Shoes in Syria' 'The Boy in the Tower'</li> </ul>	<p style="text-align: center;"><b>PSHE (Jigsaw)</b> <u>Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>When I grow up</li> <li>Investigate jobs and careers</li> <li>My dream job, and steps to get there</li> <li>Dreams and goals of people from other cultures</li> <li>How can we support each other</li> <li>Rallying support</li> </ul> 	<p style="text-align: center;"><b>Art</b> <u>Surface and Colour</u></p> <ul style="list-style-type: none"> <li>To know the artists use colour to create atmosphere</li> <li>To demonstrate a secure knowledge of primary, secondary, warm and cold colours</li> <li>To illustrate an understanding of contrasting and complementary colours</li> <li>To make and discuss hue, tint, shade, and mood</li> <li>To discuss how colour can be used to express idea, feeling, and mood</li> </ul>
<p style="text-align: center;"><b>Maths</b></p>  <ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>RE</b></p> <ul style="list-style-type: none"> <li>What would Jesus do?</li> </ul> 	<p style="text-align: center;"><b>Design Technology</b></p>
<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>What is London like?</li> </ul> 	<p style="text-align: center;"><b>Music (Kapow)</b> <u>South and West Africa</u></p> <ul style="list-style-type: none"> <li>To sing using correct pronunciation with increasing confidence</li> <li>To play a chord with two notes remaining in time</li> <li>To maintain their part in a performance with accuracy</li> <li>To play more complicated rhythms on time, and with rests</li> </ul> 
<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Vector drawing</li> </ul>	<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>PE</b></p> <p><u>Basketball</u></p> <ul style="list-style-type: none"> <li>To dribble, pass, receive and shoot a basketball under pressure</li> <li>To communicate with my team and move into space to keep possession and score</li> </ul>

		<ul style="list-style-type: none"> <li>To use tracking and intercepting when playing in defence</li> </ul> <p><u>Fitness</u></p> <ul style="list-style-type: none"> <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>
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## Year 5: Spring Term (Second Half)

<p><b>English</b></p> <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Descriptive writing</li> <li>Reading: <ul style="list-style-type: none"> <li>'No Ballet Shoes in Syria'</li> <li>'The Boy in the Tower'</li> </ul> </li> </ul>	<p><b>PSHE (Jigsaw)</b> <u>Healthy Me</u></p> <ul style="list-style-type: none"> <li>Smoking</li> <li>Alcohol</li> <li>Emergency aid</li> <li>Body image</li> <li>My relationship with food</li> <li>Healthy me</li> </ul> 	<p><b>Art</b></p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <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> 	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>What did Jesus do to save human beings?</li> <li>Year 5 Easter Service</li> </ul>	<p><b>Design Technology</b> <u>Structures and Embellishments</u></p> <ul style="list-style-type: none"> <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> 

<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;"><b>Music (Kapow)</b> <u>Musical Theatre</u></p> <ul style="list-style-type: none"> <li>• To explain what musical theatre is, and be able to recall at least three features</li> <li>• To categorise songs as action or character</li> <li>• To select appropriate existing music to tell the story of a journey</li> <li>• To perform in time with groups, ensuring smooth transitions between dialogue, singing and dancing</li> </ul>
<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <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> <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>	<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>PE</b></p> <p><u>Football</u></p> <ul style="list-style-type: none"> <li>• To dribble, pass, receive and shoot a football under pressure</li> <li>• To communicate with my team and move into space to keep possession and score</li> <li>• To use tracking and intercepting when playing in defence</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• To create and perform sequences using apparatus - individually and with a partner.</li> <li>• To use canon and synchronisation, and matching and mirroring</li> <li>• To use strength and flexibility to improve the quality of a performance</li> </ul>