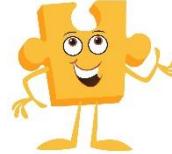
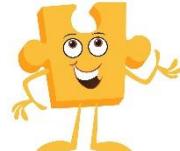


Year 5: Spring Term (First Half)

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| <p>English</p> <ul style="list-style-type: none"> • Poetry – William Blake: 'The Tyger' • Narrative writing • Descriptive writing • Reading: <ul style="list-style-type: none"> 'No Ballet Shoes in Syria' 'The Boy in the Tower' | <p>PSHE (Jigsaw) <u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • 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  | <p>Art <u>Surface and Colour</u></p> <ul style="list-style-type: none"> • 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 |
| <p>Maths</p>  <ul style="list-style-type: none"> • Short multiplication • Long multiplication • Short division • Multi-step problems • Equivalent fractions • Adding and subtracting with different denominators | <p>RE</p> <ul style="list-style-type: none"> • What would Jesus do?  | <p>Design Technology</p> |
| <p>Science</p> <ul style="list-style-type: none"> • To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect | <p>Geography</p> <ul style="list-style-type: none"> • What is London like?  | <p>Music (Kapow) <u>South and West Africa</u></p> <ul style="list-style-type: none"> • 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 rhythms in time, and with rests  |
| <p>Computing</p> <ul style="list-style-type: none"> • Vector drawing | <p>History</p> | <p>PE <u>Basketball</u></p> <ul style="list-style-type: none"> • To dribble, pass, receive and shoot a basketball under pressure • To communicate with my team and move into space to keep possession and score |

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| | | <ul style="list-style-type: none"> • To use tracking and intercepting when playing in defence <p>Fitness</p> <ul style="list-style-type: none"> • To collect, record and analyse scores to identify areas where I have made the most improvement. • To choose the best pace for a running event and maintain speed. • To encourage and motivate others to work to their personal best. • To identify how different activities can benefit my physical health. • To work with others to manage activities |
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Year 5: Spring Term (Second Half)

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| English | PSHE (Jigsaw) <u>Healthy Me</u>  <ul style="list-style-type: none"> • Smoking • Alcohol • Emergency aid • Body image • My relationship with food • Healthy me | Art |
| Maths | RE <ul style="list-style-type: none"> • What did Jesus do to save human beings? • Year 5 Easter Service | Design Technology <u>Structures and Embellishments</u>  <ul style="list-style-type: none"> • To explain the aspects of ACCESS FM - Aesthetics, Size, Function & Materials and how I have addressed them. • To show how I have cut and molded my mask to fit my face size & shape. • To explain why I have chosen certain materials as embellishments and why they are appropriate and as close to authentic as possible. • To use the comments from my peers to help me develop my design. • To made a clear step by step guide to make my mask. • To evaluate my mask using ACCESS FM and the comments of my peers. |

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| <p>Science</p> <ul style="list-style-type: none"> • To compare and group together everyday materials on the basis of their properties • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • To use knowledge of solids, liquids and gases to decide how mixtures might be separated • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials • To demonstrate that dissolving, mixing and changes of state are reversible changes • To explain that some changes result in the formation of new materials, and that this kind of change is usually irreversible | <p>Geography</p> | <p>Music (Kapow) Musical Theatre</p> <ul style="list-style-type: none"> • 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 |
| <p>Computing</p> <ul style="list-style-type: none"> • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To recognise how information is transferred over the internet • To explain how sharing information online lets people in different places work together • To contribute to a shared project online • To evaluate different ways of working together online | <p>History</p> <ul style="list-style-type: none"> • What role did the monarchy play during the Tudor period? • How does Arundel Castle help to explain the events of the Tudor period? | <p>PE</p> <p>Football</p> <ul style="list-style-type: none"> • 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 <p>Gymnastics</p> <ul style="list-style-type: none"> • 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 |